DOCUMENT RESUME

ED 092 199	JC 740 191
AUTHOR	Delgrosso, George M., Ed.; Allan, George B., Ed.
TITLE	Education in Transition--Search for a New Balance. Proceedings, Fourth Annual International Institute on the Community College, June 11-14, 1973, Lambton College, Sarnia, Ontario, Canada.
INSTITUTION	American Association of Community and Junior Colleges, Washington, D.C.; Association of Canadian Community Colleges.
PUB DATE	74
NOTE	304p.; Institute was co-sponsored by Lambton College of Applied Arts and Technology and St. Clair County Community College, Port Huron, Michigan
EDRS PRICE	MF-$0.75 HC-$15.00 PLUS POSTAGE
DESCRIPTORS	*Community Colleges; *Conference Reports; *Educational Change; Educational Innovation; Educational Trends; Institutes (Training Programs)
IDENTIFIERS	*International Institute on the Community College

ABSTRACT

The papers in this volume are: Learning to Be; Staff Development for Student Development; A Humanistic Approach to Educational Management; Inservice Education, A Total Staff Involvement; Community Colleges as Political Institutions; Student Development--Where Are We Going; Of Time and Modules--The Organization of Instruction; Measuring Student Perception of the Instructional Process; Using Group Dynamics to Improve Instruction; Teaching English and Humanities in a New Setting; The Implications of an Open Curriculum for the Community College; Staff Development--Who Is Learning What; Organizational Development in the Community Colleges--From Rhetoric to Reality; Career Development for the Student in the Community College; How to Avoid Mistakes in Individual Paced Instruction; A Goal-Oriented Individualized Delivery System Based on a Career Cluster Model; An Experiment in Change--Burlington County College; and An Alternative System of Higher Education in Illinois. (Author)

ED 092199

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PROCEEDINGS

Fourth Annual International Institute on the Community College

June 11 - 14, 1973

Lambton College　　Sarnia, Ontario, Canada

Education in Transition
Search for a New Balance

Co-Sponsored By:

LAMBTON COLLEGE OF APPLIED ARTS AND TECHNOLOGY

and

ST. CLAIR COUNTY COMMUNITY COLLEGE
Port Huron, Michigan

In Cooperation with:

Association of Canadian Community Colleges

American Association of Community and Junior Colleges

EDITED BY: George M. Delgrosso & George B. Allan

JC 740 191

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INTRODUCTION

G. M. Delgrosso, President, Lambton College, Sarnia

In writing this introduction to the Proceedings of the Fourth Annual International Institute on the Community College, I feel a profound sense of gratitude to the many individuals and organizations who have assisted and encouraged us. We have been fortunate over the years in having as participants and delegates many of the most eminent educators on the continent. Their participation has enabled us to establish the Institute as a unique international forum for the exchange of ideas and techniques relating to the administration, philosophy and teaching technology in community and junior colleges.

In looking back at past Institutes one is almost overwhelmed with the vitality, innovation and community responsiveness of our college systems. The continuing thrust towards excellence, even where radical change has been demanded, has become a hallmark of our institutions. The International Institute has played a leading role in disseminating community college information through its presentations, workshops and idea exchange sessions. The publication of the proceedings of previous institutes has proven to be invaluable both to the delegates themselves and to other individuals and organizations unable to attend the Institute itself.

These Proceedings for last year's Institute are far from comprehensive. Space limitations prevent the inclusion of some of the contributed papers and it is not possible to include summaries of the many excellent workshops. Nor is it possible to distill the essence of the dialogue and discussion which often added new dimensions to the presentations.

The compilation and editing of these Proceedings is a mammoth task and could be accomplished only with the unstinting assistance of the contributors themselves. In thanking them, we hope that no serious errors or omissions have compromised their material.

To name and thank all of those who contributed to the success of the Fourth International Institute would be an impossible task. It is hoped that this general expression of gratitude and appreciation will convey the warmth and depth of our feelings to everyone.

Special thanks must go to George Allan who worked most closely with me in the organization of the Institute. Illness has prevented George from participating to any great extent in the planning of the Fifth Annual International Institute and, in wishing him a speedy recovery, we hope that he will be back with us soon. My appreciation also goes to the Institute Steering Committee and to the many other Lambton College personnel whose efforts made this publication possible.

F. CHAMPION WARD
THE FORD FOUNDATION
NEW YORK, NEW YORK

LEARNING TO BE

I want to say how grateful I am to be here and how worried I am now that I'll set this meeting back to the ice age. I don't ordinarily associate quick thaws with Canada, but I've never seen the ice broken faster than on this occasion and I'll try not to turn us back too far by discussing this somewhat remote and global report. I've been very anxious since the report was completed and submitted and circulated, not so much to expound and defend it, as to find out what people actually engaged in education think of it and what use they can make of it, so I was very grateful for the invitation to come here and very hopeful that before we are through, we can exchange more remarks than I will be making unilaterally about the report. It also is a chance for me to decompress by stages and avoid the bends. This is an international meeting, but it's only one continent and it's going to help me get down from 5 which I've had to live with during the period of this report.

I'm particularly glad also to have a chance to discuss the report with this particular group in education because the working through of the experience of preparing that report, which lasted for more than a year and a half and was fairly intense although it wasn't a full occupation for the members of the Commission, convinced me more than ever that institutions like the community colleges are one of the 'lubricants.' There are not very many that might make the whole of the educational effort more responsive to what seems to be a much more complex and differentiated task than education has ever had to tackle before.

WARD...cont'd

I was asked why UNESCO appointed the Commission and I'm afraid I'm not really able to document that, but I think the principal occasion was that some of the ideas with which the recently independent countries had started out had begun to run out of gas. UNESCO perhaps wanted another formulation of the tasks of the next 20-25 years in order to put behind it, to some extent, some of the ambitions that had not been realized. Some over-simplifications of problems had been agreed to at various optimistic meetings of the Ministers of Education of African states, etc., and had come to be a sort of working doctrine around the world, particularly in the 3rd world.

I want to say a word if I may about the scope and the process of the Commission before saying much about its product. (By the way, the summary which was sent to you is the only one I know of, but I find it really a very poor surrogate for the report itself and for what it tried to deal with. It's not inaccurate, but it's very schematic and tends to support motherhood against its possible critics.)

To begin with, I thought the undertaking was very ambitious; that is, we were asked to consider the development of education in both the developing and developed worlds without the usual preoccupation with Chad and Nigeria and India with which one associates UNESCO's work in education. I remember going to one European country - I guess I'll leave it unnamed - to consult with them in the course of the work of the Commission, and they were appalled to discover that we were interested in their problems too. They almost told us that it was none of our business to enquire into any problems they might have - to go back to Africa and worry about those people. But I am very glad actually that the whole of the educational world was included because I think this is a time where there is a good deal of chastened self-doubt in the developed world as well as the underdeveloped; that some of the experimentation that perhaps ought to be performed in the underdeveloped countries will in fact be performed in the developed countries and that a state of good communications between those two sets of nations instead of an isolation of their problems from each other will probably pay dividends in both directions for the next 20 years. I think that was not so true a while back.

The effect of this enormous purview however does mean that any generalization that is made fits unevenly at some points across a very wide spectrum of types of countries, types of learning systems, resource bases etc. As a result you get as you do also from the international composition of commissions of this kind, a certain amount of dilution. I don't think it gets quite as bad as the Mother Hubbard dress which conceals everything and touches nothing, but you do get uneven fits and they ought to be allowed for.

The conception of education was also ambitious. We took a fairly ambitious view of what education ought to accomplish in the face, I'm afraid, of the historical record of what it has accomplished, and I'll try to speak a little more later about such justification as that ambitiousness had. We even said it is time for education "to help make history by preparing for it." We spoke elsewhere about liberating the energies of the people etc. and some of this is fairly high doctrine and quite easily considered extravagant against the record of what education has been able to do and perhaps even placing an obstacle in the path of those trying to be precise and clear about what society can expect of education. I think we were aware that we were risking that.

The composition of the commission also ought to be commented upon. We were gathered from the ends of the earth. There were 7 people there and I think only 3 of us had met before. As a result it really was not only international but not an 'in' group in the sense that they had all been telling each other what came out of the report for years. It was not that kind of situation. We were very well served by Edgar Faure, the chairman. He was a very straight chairman, a man interested in ideas and in education, who had been, as you remember, Minister of Education in France in 1968, which was a fairly strenuous time in French education. He had survived that without animus toward the young, without embitterment, and had taken to some, in the French setting, fairly drastic and rapid corrections of the more obvious weaknesses in that system. The other members were: from Latin America, Felipe Herrera; from Iran, Majid Rahnema; (one real gap geographically was that there was no one east of Persia on the commission); Abdul-Razzak Kuddoura, a young physicist from Damascus who also is at Oxford part of the year; Henri Lopez, who was the Minister of Education in Congo, Brazzaville at the time; and Arthur V. Petrovsky, who was a member of the Academy of Pedagogical Sciences in Moscow.

We spent the first three of six sessions - each of them was about 5 days - talking through problems we thought were important and fairly widespread in the educational world, and finding out each other's views of those problems and of the setting within which we thought the task of education ought to be defined. We found a considerable convergence among us on this. Perhaps any seven people would, who have been thinking about education - I don't know. But if it was a coincidence it was a happy one in the sense that we didn't have to break up into warring sects at an early point in the report. But you also found that in order to work your way to a statement that could be generally supported, there were a number of issues in which you came to realize where the edge of the court was - that if you went any further you'd probably break apart.

One of them was this notion of education as liberation - the kind of thing Friere has been preaching. Up to a certain point everyone can agree that it's desirable that education really inform people of their actual circumstances and give them some confidence that by taking action themselves they can do something about their circumstances. If you press this a little farther, you find that one party will say that education by itself cannot be expected to do this and pending "structural change" in the society (which is the latest euphemism for revolution) you can't expect education, no matter what local effort it may make, to have this liberating effect on students. Others, taking a slightly looser, more pragmatic view of the way things happen in society, would contend that this can be done. We stopped short before we fell out on that, and this happened with a number of issues.

The origins of the discontent of the young is a second example. We regarded this phenomenon as an impressive and pervasive sociological fact. If you begin to ask are all societies sure to be infected by this - is it a world wide phenomenon or not? - you find that the socialist societies believe that they have provided the objective conditions which make that subjective state impossible. I remember one member saying, "we pay for their education and assure them of a good job - how could they possibly be unhappy?" And so again if you press the analysis too far, you have to give two statements rather than one.

Similarly with attitudes toward foreign aid. The socialist states regard their aid as not a debt they owe to anyone, since they have not exploited anyone, and they regard aid in the case of the other states as reparations, not assistance.

Let me turn now to the report itself. It's not supposed to be a tactical manual for those engaged in the development of education. And it's not a new set of hard numbers for optimizing investment in education such as the economists of education have been seeking lately. We found rather early in our meetings, which began about 2 years ago, that the economists of education, who before that had been looking very promising, were in sackcloth and ashes just then - they were disillusioned with the manpower approach to education, were beginning to quarrel a good deal among themselves about the rate of return, cost benefit approach to education, and were therefore reporting very little to us in the way of guidance as to how you might put in the hands of a Ministry of Education an optimum shape for an educational system with the right unit costs at different levels, etc. So we haven't helped the World Bank very much in the sense in which they have been looking for formulae of that kind on which to base loans.

We decided instead to deal with education in its full complexity. I think of all the elements or strands of social development, education is the most many-sided and perhaps you can be precise about it only at the cost of its full reality. Only when you slice it up and use the tools of a single discipline on it do you get the kind of precision that we associate with agricultural development or some of the more limited identifiable strands in the development process. We really produced a kind of essay on education and the human condition, to put it somewhat pretentiously. It is time-bound in that I think 10 years from now one would not write the same essay, or 10 years ago either; but in a sense also it was philosophical in that we tried to connect educational development with some very broad human and social facts which we thought pertinent to any judgement as to what the task of education and its possibilities really are.

If I had to summarize our purpose, I think I would say it was an exercise in unsettlement rather than closure. We were really trying to get more of the new possibilities for education opened up and more people thinking about them than trying to select the right course from among these possibilities. We tried to survey the principal tendencies now affecting education from within and without; the new resources, intellectual and technical, which may now be exploited for educational ends; and the current experiences in various countries which attempts to improve education might draw upon.

The report then advances certain operational principles which might lead in time to learning systems adequate to the aspirations and requirements of modern societies and their citizens. Therefore, the approach was highly contextual as we were trying to be as inclusive as possible about the environment impinging on education and the ways in which it could be responsive to that environment. (This is another reason I was particularly interested in talking with you about this report because I think community colleges have been much more in that posture toward the societies within which they are set than more traditional educational institutions).

One of the tendencies we all both recognized and subscribed to was what de Toqueville discerned long ago in Jacksonian America, the unremitting demand on the part of larger and larger groups of individuals in every kind of society for equal treatment and equal status including education as a right, a social benefit, that should be available to one and all. There is hardly a regime that I can think of, no matter how elitist its actual views may be, that has not had to maintain itself by making continuous concessions to this passion. I happen to think it's an irreversible social vector. It's never going to turn around and it's going to have a widening resonance affecting all of our societies and certainly affecting education very radically and increasingly.

We also were impressed by the curious combination of demand for education and disappointment with it that seems to prevail in the world. Both of those things seem to be expanding at the same time (although I notice that some of you spoke about a slight shortage of students at the moment. I wouldn't expect that to be sustained.) The particular form that this disappointment takes in a lot of the discussions is about the inefficiency of education, given the high cost, and this occupied a good deal of our reflection.

Another phenomenon presenting education with perhaps a new demand in the society to which it had not yet fully responded, or which it perhaps not yet fully realized, was simply the rate of technological and social change. I'm afraid we had to sound sometimes like the Sunday supplement with its 'whither are we drifting' articles, but in fact some broad social facts, such as the rate of technological change, are only slowly sinking in and I think they do have rather drastic implications for education. We tried to draw some of these. I'll get back to the implications in a moment.

Yet another phenomenon was the emergence of new intellectual and technical resources which we thought had not yet been mined or exploited on behalf of learning itself, partly because of the tendency to insulate education

WARD...cont'd

from neighbouring para-educational sciences and techniques. We were thinking there of a very broad range of things: the current state of brain research and nutritional studies and their effect on learning; recent developments in psychology; work in linguistics that is beginning to expose the role language is playing as an influence on learning in multilingual societies; social anthropology; information theory; cybernetics; recent developments in pedagogy; early childhood studies; group techniques; institutional pedagogy; and technology of education, the list of which we are all fairly familiar with.

Finally we thought that you could see around the world, very unevenly and in rather miscellaneous forms when looked at as a whole, the front edge of what may be actual new practices, and we therefore had a chapter in which we tried to illustrate some of our more general conclusions with instances from Peru, or India, or the open classroom in Britain or whatever it might be. These are not tightly related to the generalizations. They are the first inklings that there may be a change coming at the practical level and we were trying to interpret them and connect them with general propositions which if they have no illustrations at all can be suspected to be inoperable.

I may now just mention some of the implications we tried to draw from these broad social facts and new resources. In the case of the world-wide demand for social equality, we felt that this implied a considerable diversification of the points of access to education and of the ways in which people become qualified for jobs, the ways in which credentials are employed in a society. This domain, I'm sure is much more familiar to you than to me but it did seem to us that if education is in fact to be made appropriately available to an enormous variety of individuals, then it

WARD.....cont'd

can't be made available in a standardized form which simply ensures that 40% of them disappear from the system. Much more flexible and resourceful learning systems must be devised to handle people coming to education with that drive. We thought also that Paolo Friere has been saying a very important thing - that if the great mass of people are to be schooled, they should come out with some sense of social confidence that they by their own efforts can make a difference to the circumstances they find themselves in, and not merely fit into those circumstances as if they were eternally given, and they were simply to acquiesce in some prescribed role in society. I'd like to talk about that with you a little bit too later, because I think sometimes the community college has defined itself as flexible in the face of a fixed society or a society whose purposes and roles it doesn't so much question as adapt to. Perhaps there is instead, a reciprocity between college and society that ought to be encouraged.

In the case of the inefficiency and high cost of education relative to its product, we thought that reducing time for units of education or at least looking hard at the assumptions about the time that education requires for everyone might be pay dirt. It might be worth pressing that harder than it usually has been. I remember a friend of mine from Utah telling me that for a substantial stretch of time, Utah had, for reasons he can't remember, 11 years of schooling instead of 12 before the college level was reached. It went famously and they had no problems with it, but they changed it because the other States had 12. It is that kind of rigidity about what an education is that we would like to see much more widely questioned, and we think that the present economic strain ought to be raising more of those questions.

When I was Dean of the College at Chicago - I ought to expose my predilections here - we took students in after 10, 11 or 12 years of schooling. In some cases at that time we found that the ones that came in at 10 years and took the entrance examination, but didn't actually enter and then knocked on our door again after two more years, had actually slipped back in respect of some of the capacities we were looking for, critical reading and so on. Some kind of delinquency was induced in them by a stretch-out in a place that was inappropriately geared for what they were able to do.

We thought also that, particularly in the least developed countries more funding of education will be required than there is going to be in the national revenues of states, which are now spending, as you know, up to 30% of the national revenue on education. They are aware that they can't go any farther. One state - Africa, for example, has 40% of the children in the first levels of the system of elementary education that was inherited from the French. The other 60% don't get to school at all, and all but 80% of the children between 12 and 17 are not in school. I met there the Minister of Sport and Youth, who is a young, broad-shouldered optimist. He had been given 2% of the national budget to find something for 80% of the adolescents of that country to do. They had all been alienated from farm work by the fact that they had gone to school. They were too young to be married or employed and were a rather restive and turbulent element in the society. He was thinking of buying a lot of volleyballs. That kind of really radical bankruptcy is ahead for some countries, and they are, for the first time, seriously questioning the assumption that by a steady linear expansion of the systems they inherited they can accomplish their educational ends.

WARD...cont'd

In the case of the restiveness of the young, which I think is not going to go away even if it changes form, we thought that education ought to encourage more and more self-directed learning; that academic learning ought to be related concurrently to action and production; that the notion of education being completed and then life beginning, with education being treated entirely as a preparation, is probably a doubtful notion. It ought to be brought seriously into question and many more forms of interaction of action and study ought to be developed. Teachers ought to be developing a wider competence to keep those two elements in an interplay for students. We felt that if the educational end of more and more societies is self-directed citizens, the schools themselves and the colleges do need to provide participatory experiences for students. I'm not speaking of some of the sloganized forms this has taken on our continent, but I am seriously saying that the master/student relation taken without question is probably not a very good model for democratic life as it looks to be evolving and as the young seem to be demanding it.

In response to the rate of technological and scientific change, we felt that, and here in a sense we were bucking the times and certainly the attitudes of the counter-culture, it really was a mistake to be shrinking away from technology and science, that it was far more important that education find ways of instilling a confident understanding of technology and science and ways they can be put to human uses. Secondly, we thought that life-long learning was very much called for when education, as I think the report puts it, is for the first time in history preparing students for a world that does not yet exist. If it's really true that the future is rushing at us at a much faster pace and that change therefore is occurring more rapidly than ever, you

WARD...cont'd

have to give a futuristic bias to education and prepare individuals to live with some sense of freedom toward options that can't even be described.

As for the new resources, it seemed to us to imply that education needs to connect itself laterally with a wider range of intellectual and technical possibilities than it has had to in recent years.

We all know how the technology potential has spread beyond the blackboard and the chalk and the book. We've been talking about this a great deal. It may be also that the whole management of learning can be much more widely understood and improved if scientists from fields outside education proper can really be put to work on some of the standard educational problems.

It looks also as though developing countries particularly need to acquire more 'R & D' capabilities in education. One of the things that's depressed me a bit after 5 years of not seeing the overseas situation and then coming back to it two years ago, is to find that in so many of the developing countries there is still the old picture of harried, too few, administrators and educators charged with enormous national tasks and distracted by problems of the moment, no more fully trained to those tasks than in the past, and buffeted by well-meaning outsiders with pet schemes. This hasn't changed in 10 years as much as it should have, and I now think that a rather deliberate attempt is needed to promote, by technical assistance, the capacity of those countries to design their own learning systems, into which technical assistance and financial aid can be fitted.

In connection with the new efforts in education, which I mentioned as the sort of green shoots that are coming out of the ground here and there, I think the best thing that

WARD...cont'd

generally can be done about those is to get some good analytical reporting on whether the television on the Ivory Coast really did work, whether Sesame Street really helps only the middle class. All these things that we talk about at a certain level and which are journalistically "known," could gain from more searching and candid reports on how they actually work and what seems to have made them succeed or fail. We're hoping that there will be developed an international reporting system which takes slices of the world of education and prepares case studies in a way that may be useful to people trying to solve educational problems in other settings.

Well, I think if I may that I'll stop at this point in the hope that you may have some questions. I was going to mention some tensions and polarities in the report, but perhaps they ought to come out in any questions you may have.

Thank you very much.

AUDIENCE

As discussed with you earlier Dr. Ward, I was interested in one aspect of your report that had to do with the connection between business and education. You suggested there should be a much closer inter-relationship. Do you see any signs or any chances of that developing anywhere in the world, for business to accept more of the responsibility for education?

WARD Well, the Japanese have done it for a long time. Quite systematically, with a division of labour that seems like a sensible one to me, and given their present prosperity perhaps it's been very successful there. The Chinese are, I found, much harder to learn about. But what I have heard is that they are making a whole lot of localized deals between secondary schools and the nearest enterprise. In some cases the secondary school boys or girls, are making parts for a nearby factory. In other cases they are over there learning what work is like and actually engaged in it. Sometimes workers are sent over to the school, perhaps to be made literate. This thing seems to be worked out by the principal and the manager on a contract basis - they pay each other for these services, etc. The Chinese have decentralized in recent years and as a result it's hard to describe what they do in any general way, but their approach is inventive and practical in a way that I hope someone investigates more carefully.

This brings up a problem that I think is a very acute sociological problem in the affluent suburbs of the West - the sense of disutility that so many of the adolescents have now. They really don't have any economic or practical contribution to make. What they do contribute is to a large degree artificial. It's invented activity. Very different from the time when they were on the farm and part of the egg-collecting patrol. James Coleman has been writing about this problem. It seems to me that schools ought to be apprenticed to the community in some way. We should stop thinking that all of high school has to consist of being in that one building until released to play. It ought to be a mixture really of apprenticeship in various occupations, civic contributions which are directly appreciated and organized by the community. We have chronic delinquency, and I think a very understandable fear of the society, on the part of these young people who, if they go all the way to graduate school, are in a sort of linear hothouse for all that time, looking out at the rank weeds in the world outside and rather afraid of the first test they are going to get in that world. It isn't nearly as natural a connection with the social environment as they

WARD...cont'd

had before. I don't want to turn them into just labour, but they should begin to get a sense of their own social utility during those years.

I regard the practical experience in learning that ought to be available to students as extending well beyond whatever business system there is or even whatever economic system there is. I would hope there would be provision for young people to make themselves socially useful in ways that are not particularly economic. I would differ from what Mr. Coleman is saying about that. He seems to be thinking that an apprenticeship to the economic system is the only thing needed. I don't think that's true. In fact you could get a net loss from that. You could make students so functional so early that they never were optional and free.

AUDIENCE

Are you thinking or are you speaking in terms of a vocational orientation to education? And if you are, where are these developing countries going to get teachers who are skilled at these levels to meet the demands of the young people in these countries?

WARD

I am thinking of that in part. I think the question on teachers really goes to how you divide the task of learning. If the practical learning is very difficult to arrange for in the somewhat artificial setting of the school and with teachers who don't come from an industrial system and don't have real ability to prepare for it, then it may be that that ought to be done in connection with actual enterprises. The mix, I think, is going to be different for different countries.

AUDIENCE You seem to be speaking out of both sides of your mouth - which I suspect is not true - in one sense saying that a community with its technological needs should be taken care of and at the same time saying a liberal arts education should be available to everyone. Just recently I've completed a national survey in the U.S. of humanities courses taught in the occupational curriculum in community colleges and my conclusion was that we ought not to teach humanities courses in the beginning but bring people out into the world so they get to become financially secure. Ultimately then we should recruit them back into the community college and give them those humanities courses which we think they need in order to succeed in life. My solution was let's give them the money and then let's give them the humanities. I'm wondering if that isn't perhaps what you are saying when you seem to be speaking out of both sides of your mouth.

WARD I appreciate being bailed out. Actually, this seems to me another of the corridors that is opening up and I am most intrigued especially by what a group like this would say about this life-time learning business. What does it really mean, in terms of the optimal time to do different things that we usually pack into this earlier period of education? How would you string them together and what is the best time? I remember those GI students I used to teach in humanities were the best I ever had. I can remember teaching Thucydies and talking about the siege of Syracuse, and I remember one student pointing out that "it's pretty beat up now". He had bombed it. The difference between his discussion of that matter and the 15-year old who was sitting next to him was considerable. So that I don't take the view that the business of school is to complete a liberal education before the world is encountered and the business of the world then is to supply your living. I'd put it together in any way I could and what I was hoping was that the community colleges might be among the first to experiment with mixes for different ages and inclinations.

I think that refining the concept of lifelong learning also requires a more balanced view of examinations. I found in this Commission that there was worldwide condemnation of examinations, as if they kept everyone from being free. But then the same Commission would urge that there should be several paths to the same goal so that you don't get locked into a school or a particular course of study in order to be qualified, and I don't see how you can have several paths unless you have some measure of the competence being sought by all of those paths. Exams can be quite liberating if they can be used in that way and are probably necessary to any real differentiation of learning paths.

AUDIENCE I think there is the matter of using exams as gateways rather than exits. We use them too often as the end point.

WARD What are the prospects of life-time learning - it's on everybody's tongue now, but operationally does it mean anything? Is it going to make any difference to have it argued, I think quite plausibly, that the rate of social change and technological change is such, and the demands of modern society are such, that to pack away your education at age 20 and then live off it the rest of the way is really non-functional. That seems plausible when generally put, but is it beginning to make any difference to the practice of education? That is not a rhetorical question you know. I really would like to know. Do you see the front edge of this showing up as a need on your part or a policy or a new set of procedures for bringing into the community college more students who are farther along in life, or is that still called "adult education" and given no money?

AUDIENCE This is an observation - I think that community colleges in Ontario seek to be funded on the basis of programs that provide training and job skill and seem to be trying to come to grips with a need that society feels that there are jobs to be filled. The trend does not seem to be towards providing an opportunity for constant input and just a continuous flow. My own observation seems to be that what we're slanted toward is people for jobs.

AUDIENCE Let me say several things that we have done. We've taken our curriculum and broken it down into some 3,000 minicourses or modules - much smaller units. We've also arranged so that students can buy the tuition for one module - literally buy it for 75¢ - and they can charge it to Mastercharge. I think you have to approach this market as you would approach any other market - you've got to take it to the people, where they are and what they want.

WARD Do they understand it or do they ask you to tell them what will earn them a degree and that they want to go to a 'real' college?

AUDIENCE I think it's going to take 10 or 20 years to get people out of the notion that if they get that degree they are going to make more money. They are still hung up on it. I don't think it's true.

WARD Don't you need some special support in the sense of some loosening up of the credentialism in the society too?

AUDIENCE We're still stuck on the other end - we wrote to a lot of graduate deans and said what would you do about this mastery grading system for people who take whatever

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they want to take? I've had one response from a dean of a well-known graduate school who said, "Well, of course we wouldn't have that grade point average of 3 decimal points."

WARD He probably consulted his registrar.

AUDIENCE I think we should be very careful to remember our real objectives. I forgot who said, "I learned to live but I don't learn living."

WARD With that fine distinction let me thank you again.

Dr. Terry O'Banion
University of Illinois
Champaign, Illinois

STAFF DEVELOPMENT FOR STUDENT DEVELOPMENT

I'm very pleased to be a part of this International Institute on the Community College, and I would like to say a few words about that before I talk about student development for staff development. It's been my great pleasure for the past four or five years to have an association with Canadian community colleges; an association for me that has been most refreshing. I find that the perspective of Canadians on the community college and on some of the concepts of this institution are particularly lively and yeasty and I keep finding myself coming across the border. My first association was four or five years ago at a conference for the Alberta Community College Association where I made a speech on humanistic education. When I'd finished making that presentation, a philosophy professor from one of the Alberta community colleges stood up and questionned in no uncertain terms the legitimacy of my birth. That was my very first association with the freshness of Canadian perspective. It has been my great delight to work with some Canadian community colleges in the last several months; two weeks ago I was here in Ontario for a week meeting with the St. Clair contingent. I've had some delightful associations in the past with Ralph and Rosalie Howlett from Fanshawe College in London, and more recently Conestoga College. Last summer I spent three weeks as a faculty member at the Banff Institute in a most stimulating experience. The thing I like about this particular conference, however, this International Institute, is that both people from the United States and Canada can look together at the problems of community colleges. I appreciate

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very much being a part of this Institute and look forward to the richness that can come out of our association together.

Today I'm going to talk about Staff Development for Student Development. Those are two topics that each deserve their own time and I'm not even going to attempt to talk about both in any full sense. What I would like to do is to visit briefly with you about the concept of student development and then move on from that to give most of my attention to the concept of staff development. Let me share with you, then, a rather brief formulation of what I think student development is and see if it's the way that you would talk about student development in your own institutions.

What is student development? For some of us it is a body of material; knowing a series of facts, figures and formulations. For some of us it is the exploration and understanding of a field of knowledge that excites, challenges, and extends our thinking. For some of us it is practicing skills and gaining confidence to transform those skills into creative performance for useful, productive work. For some of us it is moving from a 'D' to a 'B' or from the community college to the field of work or to the universities. For some of us student development is becoming more aware of oneself, changing attitudes, exploring values. For some of us it is improving relationships, experiencing others, sharing experiences and making commitments. For some of us, student development is a process of growing and learning in which human beings explore, extend and experience the hopes and dreams they have for themselves and for the world in which they live.

What is student development? It is all these things. Student development is everything that we can do to help human beings become what they wish to become and what they indeed, can become. No one facet is more important than any other facet even though many of us have spent a great deal of our energy arguing for the importance of one facet over another. Sometimes we feel more capable of providing assistance in one area than other, but we recognize as educators that growing and learning is important and necessary at all the levels and in all the ways we can think of. As educators, none of us are quite willing to settle for a one-dimensional model of student development, even though we are often attracted to one-dimensional models because of their simplicity. It would be so easy for us to say that the educated man is the skilled person, or that the educated man is the person who understands interpersonal relationships. But we are not willing to settle for, even in the most narrow program of education, a student who can only recite the facts, figures and formulations of a body of material even though prizes may be awarded for such activity. We are not willing to settle for a student who can only perform skills and produce products even though material wealth may accrue to such a student. We are not willing to settle for a student who is only sensitive and warm, even though great friendships may abound for such a student. We are not willing to settle for these "either-or" multi-dimensional formulations of human potential. Instead, as difficult as it is, we insist on "both-and" multi-dimensional formulations of human potential. As educators we simply want more and demand more in terms of the human potential that we know is there. At our best, we want education to be an experience in which human beings can be both affective and cognitive, both warm-hearted and hard-headed, both tough and tender, both knowing and loving. We want our students to realize such potential, we want our children to realize such potential, and given the circumstances we want to realize the same potential for ourselves as staff members in the community college. Now, that is a statement of student development that I would begin with in exploring the topic of staff development.

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I think our response to this description of student development, if we examine what we do in our institutions, has been less than adequate. When we consider the students whom we have not even begun to serve in the community college; when we consider the majority percentages who fail to complete community college programs; and when we consider the limited versions of human richness that do complete programs; then we must conclude that our reality is woefully inadequate compared to our rhetoric. I don't believe that we have even begun to deliver on the promise that we have made to students in terms of the development that we speak about in the catalogue of our community colleges. I think we have some pretty good evidence of this. I don't want to go into that to any great extent, but if you want to examine that later, we can.

Just let me mention briefly that in his national study, Project FOCUS, Ed Gleazer studied community colleges in the U.S., and said that, "many community college teachers simply did not feel competent in the task of teaching these new kinds of students in these new kinds of institutions." If you start really talking to community college teachers about the kinds of things they are doing, they feel much less than competent to handle the challenge. I think it was for that reason that Nixon's National Advisory Council on Education Professions, several years ago, selected as its major concern among community colleges in the U.S., staff development in the community college. Out of that national study there came an overwhelming response from community college educators and community college leaders that we need to take a very careful look at the staff members in the community college - the presidents, the faculty members, the student personnel staff members, in terms of helping them become the kinds of staff members for the challenge we have. I think that is more and more now being recognized as one of the major issues in the community college.

The National Assembly of the Association of Community and Junior Colleges has selected as its major topic this fall the whole issue of staff development; what kinds of faculty do we need for these kinds of institutions. I think it is safe to say that a national concern is emerging regarding the quality of staff in the community college and how programs can be organized to improve that quality. I could describe a wide range of activities that are beginning to occur at least in the States and a number of Provinces indicating a concern for staff development. In Quebec, for example, there are monies from the province to support staff development. There are state funds in Florida already appropriated and a Bill of Legislation in California to appropriate funds for staff development. I think those are the beginning, emerging aspects of a real concern for the quality of staff we have in the community college. There are some underlying assumptions regarding this whole question of whether or not we have appropriate staff for the community college. Let me discuss some of these with you.

The assumption I am making is that the staff we presently have (and I'm talking about all the staff, not just the teaching faculty) need considerable support in their own continuing development so that we can become the kinds of administrators, the kinds of counsellors, and the kinds of teachers that are required for this task. Obviously I am making an assumption that we are not there yet.

One of the underlying assumptions of this whole concern with staff development is the recognition that universities have failed to prepare teachers for the community college. If we examine the national scene, it becomes very clear that universities have not done the job. Universities have done a pretty good job of preparing administrators and student personnel people for the community college. The Kellogg program is one good example and there are a number of people in this room who are graduates of those Kellogg programs who will testify to their validity for administrators, but for teaching faculty the universities have largely ignored the community colleges. Here in Canada, that's almost absolute. George Delgrosso told me last night that no Canadian university prepares teaching faculty to a significant degree for community colleges. That is similarly true in the States except for a very few programs. We can begin to make the assumption that universities really have failed to provide the staff that we need for the community college.

A second assumption that I would make is that universities are not likely to prepare appropriate staff in the future. It simply is not even part of the universities' activities. The universities are committed to other kinds of considerations than preparing people for teaching in the community college. Let me give you an example of that. This year I have been a visiting professor at Berkeley and have taught each term a course on the community college. The people who take that course are people from the disciplines in the university but when they come over from their disciplines in Engineering, and English and Chemistry to take the course on the community college they have to do so subversively. If their professors in those disciplines found out they were taking courses on the community college to become teachers they would be drummed out of the programs.

Students tell me when they come into the class, "I have to take this course on an audit basis because if my professor of Engineering discovered I was interested in teaching, then I simply would no longer be allowed to continue in that program." The same situation occurs at Illinois from time to time. You can examine that in terms of your own backgrounds and see if you know of similar experiences but it is my feeling that the hard rock disciplines of the universities are not likely to suddenly embrace community college teachers. They are interested in you coming and taking the discipline courses in their areas and preparing in a'pretend' kind of way to be a researcher but they are not likely to begin preparing people, I believe, for the community colleges. There is however, at the national level now, a beginning joint project being developed between Kellogg and the National Graduate Board of Education that hopes to intrigue and seduce some of the universities to begin preparing people for the community college. My own opinion is that the payoff for community colleges will be miniscule.

The third assumption we make in this whole area of staff development is that, with few new staff being employed, because enrollments are not going to increase in the foreseeable future, the target group for any educational program should be the renewal of present staff. It's time now for us to begin concentrating our energies on the staff in hand; to begin saying, "How can we develop the potential, the competencies and the qualities and the attitudes of the people we have presently employed in our institutions?" Because that's where the direction of the future is. In the past, when we were hiring 10% or 25% new faculty every year, we had a source of 'new blood', a source of creativity, a source of youthfulness, a source of fresh outlook, that came into the institutions. We no longer have that source. Now we have to turn to ourselves within the institution to see if we can stimulate freshness and creativity.

A fourth assumption that I would make in terms of staff development is that present in-service staff development programs, except in a very, very few institutions, are almost totally inadequate or in many institutions simply do not exist.If you examine your own institutions I think you will begin to get a flavour of the quality of present in-service education programs. We are making the assumption here that present in-service programs are most inadequate.

A fifth assumption, and the final one that we make, is perhaps a very important one, that is that faculty members, administrators and counsellors in the community college are educable. You have to make that assumption, you see, or staff development doesn't have any meaning. So let's make the assumption that we, ourselves, are educable. That in spite of the great diversity of staff members in community colleges, in spite of the low self-concept of many faculty members in community colleges in terms of their status needs of wanting to work in the universities, in spite of the inadequacies of their past educational experiences, and in spite of their lack of motivation, we still believe that faculty members and administrators and counsellors in community colleges can learn.

Now we should believe about ourselves what we believe about our students. If you are a cynical faculty member you would say, "God forbid that we should believe about ourselves what we believe about our students," but if you are a hopeful faculty member then you are likely to say, "Good, it's about time that we began giving to ourselves what we have been giving to our students." I think the whole problem about our own educability is the question of whether or not we can break the lock-step of education. You see, staff members in community colleges have been processed and socialized through an educational system that they are attempting to change. We have been the products of an educational system - twelve plus four years, plus one, plus more - and here we're suddenly saying, "Well, we need you to be a different kind of teacher, a different kind of staff member for these new kinds of students in this new kind of open door, comprehensive college." Yet, we are the products of a system that is the antithesis of that idea in great part. How do we break the lock-step for ourselves? How now, are we to become new teachers in new institutions for new students? Part of our problem, Ivan Illich has said, is how we begin to de-school the faculty. That's probably one of the great questions we have to deal with in terms of our own education.

Those assumptions, I think are necessary in terms of beginning a discussion on the need for and the challenge of staff development in the community college.

Let me turn now to the question of exactly what is staff development, what is staff renewal. I think that staff development is an attempt to apply to ourselves what we know about learning and teaching. It is an attempt to construct our own college of education or our own Institute for Staff Renewal within the framework of our own community college. It is our attempt to begin to learn to take care of ourselves and not leave that up to the universities. What is staff renewal? It is a program consciously undertaken and carefully planned to help all members of the college community realize their potential so they in turn can help students realize theirs.

I would certainly make the assumption that staff development leads to student development. I think we have always known that. We have always known that the quality of learning for students depends upon the quality of teaching that we provide or the quality of administering, or the quality of counselling, or the quality of custodianing, or the quality of secretarying or the quality of boarding if you're a Board member. The quality of education in the community college does not depend upon the facilities. It does not depend on the continuing addition of new programs; it does not depend upon whether or not you can continue to attract new students to the institution. No, the quality of education in the community college depends upon the quality of the staff.

It seems to me that's a priority which in the last ten years, because of the great growth that has occurred in community colleges, we have simply not had an opportunity to examine with great care. The press of other priorities has diverted us from the essential priority to which we now begin to turn our attention - development of our own staff. I guess rapid growth has kept us from paying attention, in addition to the fact that we simply have had limited models of staff development. We really have not known how to provide for our own education.

If we start examining the in-service education programs available around the country, we get almost an overwhelming response to the inadequacy of those programs - in-service education as a term is full of negative connotations and faculty members respond very negatively to the idea of in-service training as we have called it. We have usually limited our in-service development to an opening orientation session bringing all the faculty members together in which the president welcomes 'the little family' to the institution in terms of trying to build some unity. We have a parade of administrators ending up with the registrar and the business manager giving us a great many more details than we can begin to handle, so that we practice on ourselves exactly what we practice on our students in orientation. A recent survey by the American Association of Community and Junior Colleges of almost 600 community colleges in the

United States indicated that 95% of these community colleges still used the workshop model or the institute model such as this as the primary, and in many cases the only, in-service education program. Sometimes community colleges will have an occasional consultant but too often the in-service education program is a piece-meal program - a kind of smattering of pieces that maybe the Dean of Instruction pulls together if he has the time but with no continuous program that has an overall philosophy or an overall direction. If you asked people in the community college, "What is your staff development program?" it would pretty well be a smattering of pieces of things. What really needs to be done in this area, and that will be my focus for the remainder of this presentation, is to try to formulate some dimensions of what an emerging staff development program might look like; to try and formulate some of the dimensions of an emerging model of staff development.

Let's look then, at two questions: 1) what the staff renewal program is not; and 2) the beginning formulation of what the staff development program is. I am using synonymously here the terms 'staff renewal' and 'staff development'. So, what the staff renewal program is not. I think that staff development is not this year's panacea for our educational ills and I hope very much that cause will not be taken up by a group of people who will run and peddle staff development around the country. It is not going to take care of the complex problems that entangle and confuse us in education. There has been a history, in education, of simple-minded hope born of frustration that this method or that approach will suddenly revolutionize education and cure its ills. We have had a tremendous number of affairs with slicked-up panaceas. Software-hardware; behavioural objectives for the last several years have been a most compelling panacea; encounter groups seem to promise a great deal to a number of people; cognitive mapping looks like an esoteric activity that's going to do it; maybe the cluster colleges -- who knows what we're going to invent next year. I hope it is not staff development because I don't believe that staff development - or any of these approaches I have listed - are going to solve, by themselves, the great complex problems we have in education. That's not to say that they don't add or help a great deal. But staff development is not a slicked-up medicine show promising salvation for believers.

Secondly, staff renewal is not a program that will help the president gracefully fire the one or two highly incompetent ten-year staff members who have become deadwood. I know that's a problem and I know every president would like to have the solution. Staff development looks like a way to get rid of those people but I don't think it's going to work that way. We've never done a very good job in education of knowing how to de-hire the people who've become deadwood. Don't expect staff development to perform this untidy task. And neither is the staff renewal program a device for getting rid of the thorny radical who has become the self-appointed gadfly of the administration. Those people are not going away under the rubric of staff development.

Thirdly, the staff development is not a 'band-aid' operation - a series of loosely connected pieces to plaster on when the need arises. It may be possible to organize a kit of staff development experiences that you can offer to faculty members but it seems to me that that's nothing better than we have at the present. We will be talking about a program that is more than simply a series of loosely connected pieces.

Fourthly, a staff renewal program will never get 100% participation from members of the college faculty. I

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think it is irrational to expect 100% of anything, except in the most simple human activity. I think that is a point we all forget when we talk about staff development. How am I going to get all these staff members to participate in a program? As if you HAD to get 100% of something - you've never got that in your lives. You can't expect staff development suddenly to be embraced by 100% of the faculty members in the college - but this is no reason not to pursue it. New colleges, of course, I think will have much better opportunities for developing climates that encourage greater participation.

A staff renewal program is NOT a staff evaluation program. Evaluation of staff, for whatever purposes, should be separate from the staff renewal program. There is great paranoia - and I think not unfounded - on the parts of faculty union groups and faculty senates that staff renewal programs will be used to get rid of staff. This is developing very strongly in the state of California where the unions are beginning to build up tremendous resistance to plans in that state for staff renewal because they see it as a subversive activity on the part of the administration to get rid of faculty. If you come in with that approach then you are dead from the beginning. There may be creative and non-threatening ways to link the formal institutional staff evaluation program to the staff renewal program. For example, I think you could probably ask faculty members if they wanted to submit part of their activities in staff development to the staff evaluation committee that would be appropriate. There may be ways to link those but we must take great care to keep these programs separate in the beginning. Evaluation that has to do with promotion and merit and tenure and dismissal is too mean and rough a bedfellow for the fresh and newly developing staff renewal program.

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Those are some beginning attempts to answer questions about what staff renewal programs cannot do. Let me turn to the question finally of what the staff renewal program hopefully is by presenting fragments of a conceptual model.

One needs a philosophy of staff development, a philosophy that speaks to the needs of faculty, administrators and counsellors and other personnel in the institution. One needs a philosophy about what human beings need and what they can become and any staff development program will try to articulate such a philosophy. What I have here are some very small fragments of such a philosophy that I would share with you to give you the flavour of what that might look like. This is in no way a fleshed-out philosophy that you would want to adopt for your institution but I think it will give you a focus for the kinds of things that people need to consider when they start talking about the philosophy of staff development.

Let's talk about an emerging philosophy. 1) The staff renewal program is developmental, not remedial or for the purposes of quality control. We believe that all staff members want to perform their jobs better. That is an assumtion that many presidents, many deans, would not be willing to make, but I think it is important if you are going to launch a humanistic staff development program. We believe that all staff members want to perform their jobs better. We believe that all staff members would like to increase their skill, competency and understanding of how to teach and we believe that many would like to explore their values, attitudes and beliefs regarding the community college, regarding community college students, regarding teaching processes.

2) The individual staff member is his own best judge regarding behaviour that needs to be changed. The program is, therefore, an outgrowth of personal needs iden-

tified by individual staff members. The program is not superimposed. I think what we're saying here is that human beings, given the opportunity to grow and develop in directions they choose, will probably choose the most appropriate directions.

3) Staff members are more committed to change when they have responsibility for choosing the direction of change. Again it seems obvious to me that if an administrator comes into the institution and says, "Here is the staff development program", you are not going to have the participation and the involvement that you would have had if staff members participated all the way along in helping plan that program. For example, I know a college in the mid-west in which the administration imposed behavioural objectives across the total institution. The faculty members spent a great deal of their energies subverting and responding in a counter-way to the whole issue of trying to make behavioural objectives work in the institution. Whereas if the administration had started moving them along gradually, at least those who were ready and willing and able to do so, probably the change would have come about much better. I think we must involve staff members all along the way in terms of helping them decide the kinds of things they want to spend their energies on in their own development.

4) Every staff member is as important in the college as every other staff member and we all need developing. The president isn't the model. The chairman of the communications division is not the model of human development we are seeking. Everyone needs developing. Custodians and secretaries are as important as librarians and division deans in achieving the purposes of the college and therefore the staff renewal program is for everyone in the college. If you begin thinking about the kind of work secretaries do in terms of meeting student needs, you begin to see very clearly that we can't leave anyone out in terms of providing opportunities

for staff development.

5) Staff members will grow in creative and effective ways when the college climate is supportive and rewarding of that growth. Self development in a supportive climate is its own reward, but growth is enhanced when other rewards such as remuneration, time off and recognition are also provided. The whole question of the payoff for faculty members has to be carefully examined. Obviously the payoff in terms of remuneration or time off are important but I think we have probably underplayed the payoff that faculty members will accept in terms of growth as its own reward. I think we are beginning to see some aspects of that development. It is my understanding that Ontario highschool teachers in terms of their union negotiations are asking not only for increased salaries but for a more humanistic work environment. Faculty members want institutions that support their creativity, that support their needs; and that has become just as important, and in many cases perhaps more so, than salaries. I think too many of us have had blinders on about faculty members only wanting increased salaries.

In fact, this may be a trend in the whole union movement. Last year when the AFL-CIO struck the Chrysler Corporation, one of the major demands of their union negotiating team was a more humanistic work environment for the workers, not simply the continuing fringe benefits and salaries that have been pretty much the negotiating points in the past. To give you a community college example: Foothill College in California, one of the major community colleges in the Bay area, has something like six different faculty associations in that one institution. There are unions; secondary school associations have groups there; a state association has a group; there are a couple of sprouts from academic senates and so on, so that six faculty groups constantly respond to the administration of the college asking for increased benefits for faculty. But those six groups in the past few years have been asking for support and opportunities to be creative and innovative to the extent that a new faculty group has now been formed to remind those other six groups that you also ask for salaries. It's a kind of interesting and intriguing development that six groups are asking for all other kinds of things in the institution - primarily make this an institution that cares for me and supports my growth - so that there also has to be a reminder group that they're also interested in salaries. I think that is a very healthy direction in community colleges.

Some kind of philosophy that undergirds and provides the framework for what it is you're doing in the institution must be formulated. As you develop these programs in your own college, I hope that you will give very careful attention to articulating the philosophy on which the program is to be based.

There are some basic dimensions of the staff renewal program that I can mention very briefly. One of our great problems is to integrate the college needs with the personal staff needs. Of course it isn't 'either-or', it's a 'both-and' situation. The college does have some needs and the college through its administration, its committees and through its structure needs to communicate those needs. For example, the college may need for all new faculty to understand the community college philosophy and to accept that philosophy, so the college may set up structures and opportunities for faculty members to explore the community college philosophy, perhaps on a required basis. There may be some common experiences for all that can begin to formulate the basis for a staff development program. But the best program is probably a personal renewal plan for each

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staff member. If I were setting up a staff development program I would ask each faculty member to prepare his or her own staff development program for the year. What are the kinds of things that you want to work on to improve whatever it is you want to improve in the institution?...in terms of your work with students?...in terms of your work with the college? Out of those individual staff development plans it seems to me you can then develop an institution-wide staff development program. It would be possible for someone, for instance the Ministry of Education office, to coordinate the institutional staff development programs in terms of some common experiences province-wide or state-wide. In the U.S., that would meet the requirements of the old Community College Act of 1969 that recommended exactly that. We need province and state-wide staff development plans coordinated through provincial and state departments of education, but it seems to me those should not come from these departments down to the community colleges and then down to the individual staff members. They should percolate from the individual staff members to the institutions to be coordinated in terms of some mutality at the state or province level.

Staff development programs should be on-going, year round operations. It seems to me that's another 'given.' They should not be piecemeal programs that we now have. These programs need to be integrated into the very fabric of the college and they need to be coordinated out of the president's or perhaps the dean of instruction's office.

Thirdly, another basic dimension of the staff development program is that the staff development program probably needs coordination from some central person. There needs to be some person in the institution who is clearly responsible for coordinating staff development activities and across the country we're beginning to get some names for these people. They are being called Staff Development Officers, Professional Development Facilitators, Human Development Facilitators. The National Laboratory for Higher Education in the Carolinas and the Virginias talk about the Educational Development Officer. So, someone in the institution needs to be appointed as the coordinator of staff development programs or the staff development program is not likely to get off the ground.

Fourthly, the staff development program must be fully supported by the president with financial commitment. We don't even know what an adequate amount is at this point for staff development. In Florida, through an act of the State Legislature, the amount that goes to each community college is approximately 3% of the instructional budget. For example, at one college in Florida with 4,000 students, that's $100,000. per year, which is a tidy sum for taking care of ourselves, for our own staff renewal. We certainly need state support. California has a bill in the Legislature. Texas had a bill in the Legislature that failed and the leaders there are attempting to revive the bill. Quebec has such province-wide support.

I think if state or province support is not likely to come in the near future, the least we can do is to review the present use of funds to see if the funds we use in staff development can't be better used. For example, we use a tremendous amount of funds for travel for people going off to conferences and institutes and workshops that can be better used for many more people in the institution by bringing someone to the institution. Ray Schultz had an article on staff development in a recent new journal called the Community College Review and suggests that we should take a very close look at the whole sabbatical situation - the tremendous amount of money that is spent on sabbaticals could be much better used in terms of a staff development program for more people in the institution. I know that's an area that no one wants to get into very clearly - I certainly do not until the year after next when I've had mine. After that I will come out strongly against sabbaticals.

I think an area that really promises a greal deal for us is the whole area of our continuing education programs. We have a deep commitment in the two-year community college for providing for the continuing education of members of the community so we run an endless array of workshops for public school teachers, for real estate salesmen, for physicians; why can't we run our own programs for ourselves on terms of the continuing education program? We can finance it right out of our own operation.

I think the question of finance is not as difficult as it appears. I know in these times you don't suggest in a community college that they suddenly add on a whole new structure to the finance in the institution but I think we can examine 1) how we're using present funds, and 2) the possibilities of using our own educational structures. After all, we are in the business of developing human potential and we provide that for people in the community. What's wrong with taking care of ourselves in that process a little?

Finally, I think we need to develop staff development programs for a variety of kinds of people in the institution. I doubt if there is a staff development program that can work universally in the institution. I think we need a different kind of program for new staff. There are a number of induction models in terms of helping new staff coming into the institution. We need a program for the continuing highly competent staff, we need a program for the continuing but less-than-competent staff,we need a program for the part-time staff which is our newest and most rapidly developing area in the community college, we need staff development programs for the para-professionals, for the support staff, and for board members. We must consider the unique needs of these special groups in the community college.

If time permitted I would like to discuss some models that are developing around the country. I hope in the next several days here in the Institute we will have a chance to do that. There are some excellent induction models developing at Los Medonas Community College in California, Burlington County Community College in New Jersey and Delaware Technical Institute. There are some on-going, integrated coordinated staff development plans working at Miami-Dade, you'll hear Carol Zion talking about that; there is an excellent smorgasbord approach at Central Piedmont College in North Carolina; Kishwaukee Community College in Illinois has an excellent program; Ohlone College in California does some excellent things with sequenced peer teaching; DeAnza College in California and El Centro College in Texas and a number of others have some excellent models that we can talk about in the workshops.

What I have tried to do is to offer a very brief formulation of student development and suggest if we're going to help students achieve that kind of development, then we need to take a very careful look at ourselves - at staff development. I have tried to outline what I think a staff development program is not, and to begin formulating some fragments of an emerging model of staff development in terms of the philosophy and some of the basic dimensions. I hope that will be helpful to you as we continue to discuss staff development in the next several days.

I would like to conclude with a statement on staff development that was a part of the report "People for the People's College," a statement that went to the Congress of the United States trying to point out the need and the importance of staff development in the community college. "If the community junior college is to grow in quality as it has in quantity, if the needs of minority groups are to be met, if the under-educated are to have a second chance, if the needs of business, industry and government are to be provided for, if communities are to be given opportunities for renewal and rehabilitation, and if all citizens are to be given opportunities to explore, extend and experience their hopes and dreams, then it is imperative that immediate and considerable attention be given to the educational needs of those who staff democracy's college." That was the statement that went to Congress and with it, I would conclude, by saying that what we need are staff members who reflect the potential we wish to develop in our students. We need staff members in the community college who are both affective and cognitive, who are both warm-hearted and hard-headed, who are both tough and tender, who are both knowing and loving. If we cannot provide the opportunities for our staffs to realize such potential, how can we ever hope to provide opportunities for our students to do so?

Thank you.

Dr. William D. Hitt, Director
Battelle Center for Improved Education
Columbus, Ohio

A HUMANISTIC APPROACH TO EDUCATIONAL MANAGEMENT

I am curious to know who you are. Could we just take a couple of minutes to get a show of hands? We'll start at the top...are there any students here? A couple. How many faculty members? Counsellors? Department chairmen? Educational Development Officers? Deans? Vice-Presidents? Presidents? Board Members? Thank you.

The conference theme, I like very much - "Education in Transition". In this age of transition we see some major problems facing the community college, and one is the demand for accountability. You've got to be accountable - this is a major pressure; you hear this term. This is a "go-word" in Washington, stateside, Canada, what have you. Educational accountability. Another major pressure you see today in the community college is the conflict between administrators and faculty. I have a chance to work in many different geographical areas and it's interesting to see the differences. In some places it's obvious the minute you enter a college,and in others it really is not too apparent. There are considerable differences. My point here is that we need to look at both of these problems, the accountability problem and the faculty-administration conflict. These are both major problems that must be dealt with.

On the accountability concept, I have an interesting story. Just this weekend I was visiting in Kentucky. This is where I was raised - I was visiting some friends who live on a farm. My friend is a "farmer's farmer." He is a real farmer. We were sitting out in his front yard talking. He pulls out his tobacco and takes a knife and cuts off a little piece of it and puts it in his mouth and he chews the tobacco and we're talking. He made the point that a friend of his wanted him to keep five of his rifles while the friend went away for a month. They are very expensive rifles and my friend was debating whether or not to keep these rifles. He said, "What I'll probably do is, I'll keep them, but I don't want to be responsible for them." You think about what he's saying and it's rather interesting. He is willing to keep them in his house but he doesn't want to be responsible for those rifles. I think in a way this might capture the essence of the accountability problem. We're willing to keep these thirty students, or what have you, but we don't want to be responsible. This is a major problem.

Moving to the faculty-administrative conflict, a couple of remarks here. In game theory terminology, it's like a zero-sum situation. The assumption, the implicit assumption, seems to be that there is a fixed amount of power, and if one group gains in power, it means that the other group loses the corresponding power. There is a struggle for that power. This is deadly.

My basic premise in my presentation is this: we must deal with both of these problems simultaneously, and if we deal with only one of them to the exclusion of the other, we may do more harm than good. For instance, if we just deal with accountability, and forget the conflict between faculty and administrators, we could do more harm than good. Or if we just deal with the conflict between faculty and administrators and ignore accountability, we've got problems. My basic premise is that we must deal with both problems simultaneously. This is what we are attempting to do in our humanistic management model. The program that we're working on is sponsored by the Kellogg Foundation. Battelle is working in cooperation with the League for Innovation in the Community Colleges. The League is headquartered in Los Angeles, and is made up of some 16 districts and some 45-48 individual campuses.

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What I want to do this morning is to present to you our management model, what we're calling a Humanistic Management Model, and then describe to you how we're applying it in three community colleges. As far as my objective here is concerned, I would hope that at the end of say, 35 minutes, you will have a fairly good understanding of the model and that it will help sharpen your own thinking about educational management. If you disagree with parts of it, fine; you might agree with part of it, fine; but if it can sharpen your own thinking about educational management - if you refine your own model - then I will feel I have achieved my objective. I do have a booklet in this box here - I've got a hundred copies, so there is at least one copy for each campus which you can take for reference later on. Please take a copy of it; it describes much of what I'm saying in my presentation.

I would like to start with some propositions - some assumptions - and then move on to the model. It might sound like motherhood, but I think they need to be stated. Four assumptions.

The first assumption is that education should be viewed as a human enterprise. Very supportive of what Terry O'Banion was saying before and I'm very much in agreement. The adjective to me is more important than the noun - it's human. We're dealing with human beings; it's a human activity. Enterprise means something that is planned and managed for specific purposes. I'm saying we need both - the noun and the adjective, but the adjective is more important. And you can have both.

My second assumption is that education in the community college can be a successful enterprise through the adaptation of science-based management. To me the best representation today of science-based management is the planning, programming, budgeting, and evaluation model. To me that's a representation of science-based management. Now I use the word 'adapted' carefully. I'm not saying 'apply directly'. This model has been developed in many different quarters, and I'm saying it can be adapted to the unique needs and conditions of community colleges.

The third assumption is that education can be a successful human activity through the active involvement of the many groups in the educational community. The educational community, to me, is made up of students, faculty, counsellors, department chairmen, deans, vice-presidents, presidents, trustees and the general community. This is the educational community, and through the active involvement of these groups you can have a human organization.

My fourth assumption is that the scientific dimension of educational management and the human dimension can be brought together through participative management. Participative management is an important term. I would define management as the formulation of goals and the use of resources to achieve these goals. That's one definition of management. As I say, we can do this in a participative mode, which means the active involvement of these various groups within the educational community. This is how we can bring together the human dimension and the scientific.

These are the four assumptions that underlie the model that I want to present.

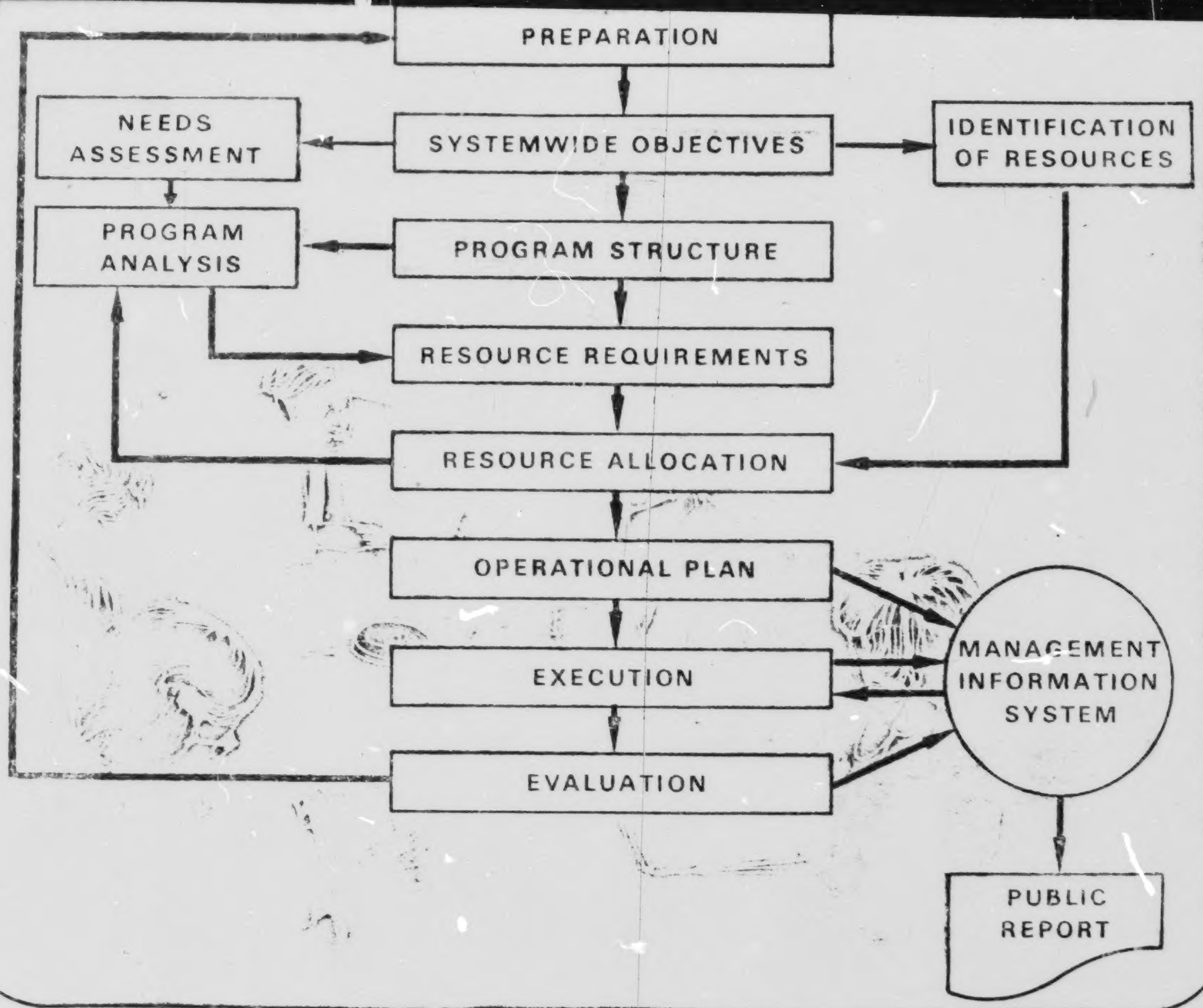
We call the model the USHER Model. Acronyms are very popular, and we also use an acronym. The USHER acronym means Uniting Science and Humanness for Educational Redesign. The uniting of science and humanness for educational redesign. Our efforts here are directed toward trying to "usher in" a new model of educational management. This is what we're all about.

Now what I'd like to do is to walk through the model and describe it. Then I'll move into a brief description of how we are applying this model in three community colleges. I have one transparency (Figure 1). This is a rather mechanistic view perhaps; a flow diagram always looks somewhat mechanistic. But these are human beings in the background. These are people, so the basic concept is that those people representing the educational community have internalized this model. They have internalized it and they are applying it to their college. That's an important point. It's not being applied *to* them, or *on* them; they have internalized it and they are applying it to their college. This is the basic idea.

This total process is roughly a three-year program. That is an estimate of the time needed to implement the total model. Of course, people are working part-time on it; if they were working full-time, it could be expedited.

Let's start with Preparation. The key thing here is to organize a planning team. We have planning teams of 25 to 35 people on a campus and made up of students, faculty, administrators, general community, board members. How do you organize the planning team? How do you prepare them? They need orientation with regard to team building; they need orientation toward the planning process. The preparation stage is extremely important. To prepare the entire staff for this humanistic model also is important. I cannot emphasize this enough because in the past we have jumped into the subsequent step too soon without adequate preparation.

From that, we move into what I would consider the most important step in the entire process. This is developing system wide objectives, or institutional objectives. What we've found often is that the college might have some broad goals written in a catalogue. Instructors are writing learning objectives, but they may not be related to the institutional goals. What we're trying to do is develop an objective hierarchy - from mission statements for the college to institutional objec-



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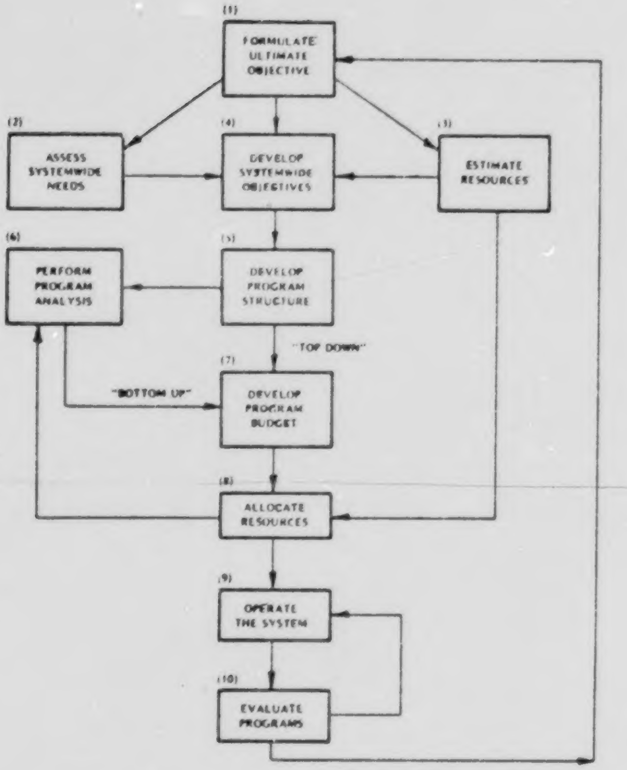

FIGURE 1 A GENERAL MODEL FOR EDUCATIONAL MANAGEMENT

tives and then show how they link to program objectives. The program objectives then provide the basis for learning objectives. If the objectives are fuzzy, everything else will be fuzzy. If this is done well, everything else falls in place much better. Herbart, many years ago, said, "The purpose of education is to train the mind." You may buy that or do you buy what Terry said this morning? That we've got to talk about both the heart and the mind? It's a different ball game. Which do you believe? The point is you've got to state it and state it clearly. What is it that you are about?

From that we move into needs assessment. We define a need in terms of a discrepancy between what exists and what is desired. What are the discrepancies? This, granted, is greatly based on human value judgement. What is it you want in your college? How do you perceive it now? We have a questionnaire -- a comprehensive questionnaire -- that's administered to students, supportive staff, administrators, faculty, general community, and board members, and we come up with bar graphs on each item showing the discrepancy between the actual and the desired, which we call a "need index." This is a very important process in getting inputs into program analysis for the planning team to work with. It's a very important step.

Identification of resources, primarily revenues, on a multi-year basis, is the next step. A fantastic thing we're finding here. The books on program budgeting, in very theoretical terms, say, "Estimate the revenue for a five-year period and here's a form for doing it." Easy. Fill out all these columns for five years. We go out and work with our colleges and we find that in May, in the first part of May, they don't know how much money they'll have in July for the coming fiscal year. They can be off by as much as 10-20%. This is real, but we've got to deal with it. Even so, we're trying to get estimates for a five-year period, because this is a multi-year planning process. But we know the problems.

From this we move into setting up the program structure. A program is defined as a set of related activities directed toward common objectives. A program structure is a hierarchical arrangement of those programs. It's not necessarily the same as an organization chart. It could be, but not necessarily. How do you want to group your various activities into programs so that the program structure is consistent with, and supportive of, the system-wide objectives? How do you view the college? We start with a descriptive approach describing the college structure now and then move toward a prescription of what should be the organization in order to better achieve the objectives.

The most technical part of the entire process is in the program analysis. Here we go through the following process. Now a program, by the way, could be Secretarial Science, in the occupation area; it could be Mathematics in the academic; it could be Counselling and Guidance; or it could be Central Office Administration. All activities are grouped into programs. In program analysis we develop program objectives. We look at alternatives. What are alternative means for achieving program objectives? We estimate effectiveness and estimate cost for the various alternatives. We select preferred alternatives, and we write program proposals. That's the process we go through. It's the most technical part of the entire model. It can be done, but it requires estimates. The important point here is that the people within the programs are doing the program analysis. They are generating alternatives; they are investigating alternatives rather than somebody in the central office doing it for them.

To set up the resource requirements involves setting up program budgets. The budget for the college is organized by programs - in terms of outputs rather than merely a line-item approach. Typically, we will have both. We'll have the program budget and the line-item, but the emphasis is on the program budget. In making resource allocations, we're saying these resources are required to achieve these objectives. There is a 'top-down' approach to budgeting, and there is the approach called the 'bottom-up'. The bottom-up is based upon your actual analysis of real cost; the top-down is based upon your objectives and your priorities. We consider both.

We want to do these things and we've got this much money to do it with. We've estimated our costs. What now happens is a common phenomenon - what we want to do will cost more than the money we've got to do it with. Does this happen at Lambton College? Maybe Lambton is an exception, but in most colleges that is indeed the case. So we have to cycle back and select another alternative. It is important to realize that there may be three or four different ways that we could achieve these objectives. Now granted, the second alternative might not be so effective as the first, but it costs less. We have to look at other alternatives. The process is repeated until there is a match between what you want to do and how much money you've got to do it with.

What we're proposing and strongly recommending is that the people within the programs have the freedom and the authority to select other alternatives. What's happened in many colleges in the past is that those decisions were made at the central office level. Well, we can't have that many projectors, so 20% of the projectors are cut out. The people at program level then suffer the consequences. We're saying the participative approach involves the people at the program level in that type of decision.

The entire model may be applied within a situation in which next year you've got the same budget you had this year, you may have a cut in budget, or you may have an increase in budget. In any of these three situations, the model still applies.

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After we've gone through this analysis for all programs, we then develop an operational plan. Our adjective is important here. Operational to us means workable - it is a workable plan, it's realistic, it's based upon the actual constraints and the resources of the college.

An important component of this total model is the information system. I've drawn a circle here intentionally, because the other elements are steps - a one-two-three type sequence - but the information system actually cuts across all of these steps. It's so pervasive; that's why I've used a circle rather than a rectangle. The institutional information system has a static part consisting of the details of the operational plan: the objectives; the budget to be allocated; who is responsible; the time sequence of events, etc. The dynamic part is based upon the results of the evaluation. This is an on-going process that permits people to make modifications in the program during the course of implementation. If mistakes are being made in September, you don't have to make the same mistakes for nine months. This is important. This is formative evaluation which is the heart of evaluation. By this we mean: 1) To what extent are the objectives being achieved? 2) Which objectives are not being achieved? 3) What should be done to allow more objectives to be achieved? 4) What should be done to make changes within the college? 5) What should be done to improve in our next cycle? Feeding into the information system are the results of evaluation in an on going way, in a dynamic way, so that results can be compared with what was in the plan.

We're recommending a public report to the people to whom you are accountable. This is a concept which might be new for many colleges. We're saying in this public report we should state which objectives were achieved; which objectives were not achieved; what is going to be done to improve during the coming time period and communicate this to the public.

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This last line in the diagram is important. What that implies is that planning should be an on going process. There was a school district in the state of Maryland which had a planning study done in 1948 by a professor and some of his colleagues. The school district invited me to give a presentation in 1971. They wanted another planning study done; they wanted Battelle to do a planning study. They had one done in 1948 and they wanted another one in 1971. We think that this is not the way to go about it. Planning should be an on going process. We're saying this should be done every year - complete one planning cycle and then go through another planning cycle.

This approach to planning and management is not something in addition to what the administrators are now doing, but, rather, instead of. This is a preferred alternative. This should be going on all the time.

That's a quick, capsule summary of the management model that we are implementing.

The three pilot colleges in our demonstration program are Brookdale in Lincroft, New Jersey, Cuyahoga in Cleveland, Ohio, and Coast Community College in Costa Mesa, California. Coast has two campuses, Cuyahoga has three, and Brookdale has one. They are all members of the League for Innovation in the Community College. We chose them in order to have the west coast, the east coast, and the mid-west represented. These are the three pilot colleges that are demonstrating the humanistic management model and we're now in our second year of the three-year program. Each of these three districts has a planning team and, very importantly, each planning team has a planning coordinator. The coordinators are very important to the total success of the model; they are the ones who give it continuity on a day-to-day basis.

The Battelle staff visit the colleges to put on workshops, to provide needs assessment, survey instruments, etc. and to provide consulting. We are the outside facilitators

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of the total process, but the planning team is actually doing the planning for the individual campuses.

Now, where are we at this time? The three districts have stated their system wide objectives. This has been a very important step. They all had some very broad goals in their catalogue, but now they have gone through the process of developing a hierarchy of system wide objectives. They have assessed their needs through the use of the survey instrument; they have estimated their resources. They are now in the process of setting up a program structure. During the coming school year we will be heavily involved in program analysis, program budgeting and resource allocation. The year after that will be the implementation.

I would like to take just a few minutes to summarize some tentative conclusions about the validity of the humanistic management model. Some are rather specific, and I have two that are very broad. I will start with the specific conclusions. One of the most important factors for the successful implementation of our humanistic management model is the demonstrated commitment of the board of trustees and the chief administrator to participative management. You can have an oral commitment, but the real test is how the chief administrator behaves in a meeting with the planning team, and how the board of trustees and chief administrator behave when the planning team submits some recommendations to them for action. That's the real test, and it's extremely important.

Another conclusion at this time is this: one should not assume that a project labelled participative management will automatically elicit the full support of faculty and administrators. You know: it's participative management, it's good, people will like this, they're going to be involved and we'll just move on and get going. No way. Some administrators may be threatened. They may say, "hey guys, what's this planning team? Are they going to be making decisions that we were making? What's their role compared to ours? Does that mean I have to give up some of my authority?" Faculty may say, "Well, another committee is another committee. Another gesture on the part of the administrators that you're trying to get our involvement, but you don't really mean it."

Another conclusion is that the broad orientation of the entire staff is very important during the early stages of the program. It so happens that when the project started, a number of things were ready to get started in the summer, and we were moving pretty fast. In the fall, staff members arrived on the scene to find the project started and they were saying, "Hey, this is supposed to be participative management. How come no one consulted me?" It is extremely important that the entire staff be given an orientation regarding the purpose of the project, the why's, the wherefore's, etc.

One other specific conclusion is that the personal characteristics of the planning coordinator are perhaps more important than the technical characteristics. We were discussing two years ago the technical characteristics. Should we get someone in curriculum or someone in budgeting? We decided it should be a generalist, somebody who knows curriculum, who knows planning, who has a broad picture of the college. That is more important than someone in program budgeting. What we found, though, was that the personal characteristics were most important. This is a strange position. It's not a line position, because the planning coordinator reports directly to the President in an ad hoc role. He's got to talk with administrators, call them on the phone; call faculty, get them together for a meeting. He has to be able to motivate; he has to be able to communicate; he has to be able to get people to work together; he has to keep things moving. Thus, we are finding that the personal characteristics of the coordinator are extremely important.

Now for a couple of very general conclusions. First, we believe that the humanistic management model appears to be an effective means for demonstrating educational accountability. In fact, we would define accountability in terms of our model. We are saying, "You have stated your objectives, you have looked at your needs, you have estimated your resources, you have systematically listed alternatives, you have allocated resources in a rational way, you have evaluated, and you have reported to the public." That is accountability.

A second general conclusion is that the humanistic management model appears to be an effective means for dealing with the conflict between faculty and administrators. We hope that this is a viable alternative to the management-labour model in which you have the zero-sum and the power struggle situation. This is independent of whether or not the college is involved in collective bargaining. What I am saying is directed toward the psychological climate that prevails on the college campus. We hope that this is an alternative to the management-labour conflict situation.

In concluding, I would like to take just a couple of minutes to tell a story about God and Golem, to leave you with the basic theme underlying the humanistic management model. Norbert Weiner, a renowned scientist and cyberneticist, some years ago wrote a book entitled God and Golem, Incorporated. It's a beautiful little book and it points out that in this society of ours there is a major struggle between humanness and technology. He uses the concept of God to mean humanness, concern, compassion, empathy, love for people. Golem is an automaton, with an interesting story which comes from Jewish folklore. Years ago a Jewish tribe had enemies attacking them from all sides and they were being annihilated.

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This Jewish tribe constructed Golem, which was a man-made giant created in a form of man. He was an automaton. They turned Golem loose on the enemy, and Golem destroyed the enemy The story has a grievous ending, however, because Golem then turned on the creators and devoured them. So I end with the hope that community college management can make room for both God and Golem.

Thank you.

Dr. Carol Zion, Director
Staff and Organization Development
Miami-Dade Junior College
Miami, Florida

In-Service Education - A Total Staff Involvement

It is a pleasure to be at a conference where the atmosphere supports the theme with which it is dealing. In most cases the format and the atmosphere run rather counter to the topic.

I don't think that I can re-emphasize too much one note that was struck by the first two speakers. There isn't a 'right' structure for a developmental program, but there is a right climate. When we consider how we feel when we work in a group - when we are assigned to a committee or our departments in an institution - and when we ask ourselves what qualities we hope to find in the people with whom we have to work, the list will surely include, 'open', 'honest','each one carries his own weight' and so on. Actually this is the basis for any staff development program. A good program tries to maximize and foster these positive traits and tries to minimize the negative traits, the traits that you hope won't exist in members of a group with whom you find yourself working. And this applies to the entire staff - the secretaries, the administration, board, custodians, etc.

I intend to make this a very concrete presentation. I'll pick up on the things the first two speakers said and give an example of what this means when you put it into practice. What are some things that you really can do? Prior to that I did want to talk just a little about a bit of theory that has influenced me.

In the 1960's, a man named Edward de Bono wrote a book called, "New Think" - I don't know how many of you are familiar with it. When I went through it, in 1967, it really hit me. He saw logic and our method of reasoning as a method of digging holes, and digging them deeper. And de Bono says that if the hole is in the wrong place, then no amount of digging is going to put it in the right place. "No matter how obvious this may seem to every digger, it is still easier to go on digging in the same hole than to start over again in a new place... The disinclination to abandon a half-dug hole is partly a reluctance to abandon the investment of effort that has gone into the hole, without seeing some return. It is also easier to go on doing the same thing rather than wonder what else there is to do. There is a strong practical commitment to it... The reason for starting a new one would be dissatisfaction with the old one, sheer ignorance of the old one, a temperamental need to be different, or pure whim. This hole-hopping is rare because the process of education is usually effective and education is designed to make people appreciate the holes that have been dug for them by their betters.

Education could only lead to chaos if it were to be otherwise. Adequacy and competence could hardly be built on the encouragement of general dissatisfaction with the existing array of holes. Nor is education really concerned with progress. Its purpose is to make widely available, knowledge that seems to be useful. It is communicative, not creative. To accept the old holes and then ignore them and start again is not very easy. An expert (and we've been told that we have experts here) is an expert because he understands the present holes better than anyone else except the fellow expert, with whom it is necessary to disagree in order that there can be as many experts as there are disagreements. Among the experts a hierarchy can then emerge. An expert may even have contributed toward the shape of the hole. For such reasons, experts are not usually the first to leap out of the hole that accords them their expert status to start digging elsewhere. It would be even more unthinkable for an expert to climb out of the hole only to sit around and consider where to start another hole. Nor are experts eager to express dissatisfaction with the hole, for dissatisfaction is too easily expressed, and often more forcibly, by many others who have not earned the right to be dissatisfied. So experts are usually to be found happily at the bottom of the deepest holes which are often so deep they hardly seem worth getting out of to look around."

And to mention new ideas just briefly....... "is anyone really interested in new ideas apart from the person who has them? It is a myth that those who are in a position to do something about new ideas are eagerly awaiting them, and there is no reason why it should be otherwise. For it is easy enough to have a new idea but much more difficult to put it into effect. In general there is an enthusiasm for the idea of having ideas but not for the new ideas themselves. A common attitude resembles that of the man who had thanked God that the sun had gone in and he did not have to go out and enjoy it."

Actually, I'm not that against holes if their occupants are happy with them - I just don't want to be forced to join an incompatible digging crew. When something is put into effect and works, then I begin to cringe. The most you can say about any program, even an instructional program, is that for this instructor, with this group of students, in this present situation, it works - and that is all you can say. But then there is a tendency to package and pre-package and to say that if it works with this person and with this group, it has to work with everybody. This tends to happen whether we're talking about an administrative style or an instructional system. I think one of the things that we really try to do in our program is to capture the kind of spirit that usually exists when an institution is new. When an institution is first established, usually in temporary quarters in dust and misery, there is a cameraderie, a support, there is something that seems to jell. As soon as the new quarters are occupied, as soon as the program is established, as soon as people are recognized as actually belonging to an institution, that's when everything begins to crumble. What we're trying to do is to say you don't have to be in the pioneering period in order to have this kind of feeling.

I really have given up on new institutions. I have started three campuses, and after that, what I really wanted to do was to find a campus that was old enough to need to change and young enough to be able to. I just did not want to live through that euphoria of those first two years when everyone thinks everything is great. All that was great was our own feelings - that programs were actually just as inadequate as they later proved to be.

And then there is this business of experts. In any institution, as long as there are people who are experts in certain holes and they are in key positions, there will be a problem. I think what we're trying to do is to have people adjust to the real idea of change - not just going from one fixed system to another fixed system - but to have people begin to enjoy the ferment and not worry so much about the kind of chaos that is often associated with it. To be prepared for serendipity, recognizing that things are not always going to go according to plan, but that the walls are not going to fall down as soon as something goes awry. You can have a tight control on the system but you can't have a control on the people who make up the system. In fact we should not want to have that kind of control over the people who are within the system.

I think one of the things that we find in our educational process is akin to the example Buckminster Fuller uses. He said that if you happen to be in a shipwreck and all of a sudden a piano top comes drifting by and you manage to cling to it and you survive, that's really great. That doesn't mean that we should begin to manufacture all our life preservers in the form of piano tops. I think this is kind of the thing that we have done. When something has worked for us in a crisis we tend to say this is fine, let's keep this particular mode. We are manufacturing piano tops which might work but which are rather cumbersome.

Our topic is a total staff involvement, so one of the first things we do on our own campus, or on an outside consulting job, is to talk to the administrators and ask them to answer a series of five questions. Number 1: "Do I really accept a development program that includes myself." This is something that the other speakers talked about and we feel strongly that a program is for everyone. Last year between 2:00 a.m. and 4:00 a.m. we ran workshops for the custodial staff for 6 weeks. That was the only time we could get all the custodians together. When you have that kind of commitment, make sure you understand what you're getting yourself into. Number 2: "Am I willing to commit myself to a fairly long-range model of development rather than an _ad hoc_ non-integrated approach?" Number 3: "Am I willing to allocate resources to support such a program?" Number 4: "Will I be comfortable with a process that involves every aspect of the organization's functioning?" Number 5: "Do I understand that development really means organizational change?"

I think this last question is extremely important. Development really means organizational change. You are not going to be able as an administrator to encourage the faculty to use different instructional strategies and not have the whole structure affected by this change. Changes in students, changes in faculty, changes in administration, changes in the secretaries, have ramifications for every other group. I think you have to also recognize that some things will slip by. In the kind of a program we're talking about, it often means emphasizing different aspects at different times. Let me give you some more concrete examples.

Copies of four brochures that we have used have been handed out. You can almost see what happens as a program takes hold. The first one we sent out was on better paper with a catchy picture and script. The second was a little bit plainer and much more concrete; it dealt with certain needs that the faculty had expressed. The third was just a slip of paper announcing certain pods with an attached application blank. The fourth was merely an announcement to go to the living room and register and take whatever you want. Contrary to what we usually think - that the fancier the brochure, the more viable the program - when our program really caught hold, we could just send out a memo and that was all that was needed. We went through four stages until we didn't have to explain what we were offering.

Let me mention our approach to faculty travel. The Dean approves certain travel leaves and faculty go to a conference like this, or they go to the Creative Institute in Buffalo, or they visit other colleges. My office gets a list of all the approved faculty travel and when we see that faculty are going somewhere that is of general interest, we contact them and ask them if they will run a pod for the rest of the faculty. This is why all these announcements list different people. The staff is constantly changing, because we have tried to make use of peer teaching. This has been very successful. When you send someone away for a week-long workshop and he comes back and runs pods for fifty other faculty, you are achieving cost effectiveness.

Let me tell you what I mean by a 'pod' - I'm using in-house terms. We began by developing modules on specific topics for the staff. For example, writing of goals and objectives, developing alternate teaching strategies, developing evaluative techniques - conflict resolution was another module. It's interesting to note that conflict resolution is the module that always takes. Every semester we offer conflict resolution and there are always enough people in it so that we never have to cancel.

We offered these modules and after the faculty began to participate in them, we recognized the need to individualize the modules to meet faculty needs. For example, each faculty member was interested in specific strategies. Some wanted to learn game simulation, or small group work, or role playing, etc. What we then did was to poll the faculty to find out the specific areas of interest they had - and we divided our modules into 'pods'. Any three pods equals a module and each faculty member could then individualize his own professional development. In the module on evaluative techniques we have pods on how to evaluate affective objectives, how to use films as the evaluation tool, etc.

And again, we developed these pods with faculty running them in their areas of expertise. I think this is one of the things that has been an evolving process. If we had asked people to develop pods when we first began the program, it would have been a rather scattered type of approach. What I am really saying is that you can offer a pre-set program to the staff providing you honestly mean to change it with their input. You can waste a lot of time with committee planning and have people work within a framework where they have absolutely no idea of what it is they want. You can hand them a pre-set program, have them go into it and say we'll change it in three weeks if it doesn't meet your needs and really change it in three weeks to meet their needs. We have had our program evolve so that now literally every pod exists as a result of faculty request, and is run by a member of the faculty. We did not open up that way but once the faculty had gone through some of the modules and had an idea of the construction and said, "Oh no, this is not really what we want to do," we said, "Fine, write it up, change it, and run it the way you want to." And so this is how we have evolved this particular kind of format.

I want to emphasize one thing and that is the need to be honest. If you really are going to use the input from those taking part in the program, then say so. If you're not, don't say you are. If you really are going to ask the entire staff to serve on the planning team, for heaven's sake give the guidelines beforehand. Let them know what is negotiable. If there are certain 'givens' then people who are working and planning have to know this, even though they may not agree with them.

Our college is thirteen years old now and we have a considerable number of faculty who are not committed to open student admission, the concept of taking students where they are and moving them at their own rate. However, this is the commitment of the institution and is non-negotiable.

Now, what strategies people use to accomplish goals is up to them, but the fact that we are going to remain an open admissions institution is non-negotiable. I think that kind of honesty is very necessary.

What directions will we be taking? One example is in connection with the module on goals and objectives. We have found that faculty really enjoy the cross-discipline approach with people from technical, allied health, humanities, social sciences, in a module dealing with alternate strategies. People want to discuss game simulation or deal with evaluative problems with people from different areas. But when it came to setting the goals and objectives for programs, the most solid goals and objectives came from departmental workshops, when they evolved from the goals and objectives of the department itself. This gave a kind of professional respectability and support that did not emerge when goals and objectives were discussed in a mixed group. So we have switched this now and, while we have an advanced module for writing of goals and objectives that is for people who already have been through departmental workshops and just want a common exchange, the initial impact is much more viable, much more valid within the setting of the unit that is responsible for carrying it out. Not only that, but when the department chairmen (we have department chairmen and division directors) are part of that first workshop, then the follow-through is carried out within the terms that have been agreed upon by that whole unit. You cannot really have evaluation unless it's in terms of the goals and objectives that have been set by that department.

We have had - and let's be honest - some rather odd things happen in our pods. Sometimes we have people who get 'sentenced' to pods. It's a horrible thing: you walk in and ask, "Why are you here?" and the reply is, "Oh, I was told I had to be here," which is a bit difficult. Now, I can see where a faculty member and his department chairman, or division director, or whatever the structure is, work out a program for professional growth, and it may be determined that one of the pods would help. But, we have had people who have not understood the terms of this kind of model and people in administrative or management positions who will say to a faculty member, "If you want to improve your evaluation you have to take a pod". A pod? For what? What is the particular goal for the professional growth of that faculty member? Luckily we find out about this because the atmosphere in these modules is so open that the faculty will actually talk about it the very first meeting and then we work it through.

One of the things that we have to watch out for is regarding the staff development program as a panacea. It is not. But it should get support and have a recognized role in the total organization. One way is to connect it to the reward system. For example, if you look at the back of the brochures it says, "One in-house credit or four project points." We have

ZION..cont'd

a system of points that all of us work on, both administrators and faculty, with so many points for teaching a class, so many points for research, so many points for planning time, and so on. All of our staff during the spring and summer terms, or even during the winter and fall terms, are given planning time project points. In other words, they may teach a course but they don't have to - they can actually use their time for planning. And many of the faculty choose to use their project points in the workshops to actually develop their course packages within a workshop setting. We have a faculty rank structure in which they have to accumulate so many credits beyond a masters or for promotion, and our administration said that the work they do in workshops is just as valid as anything they would do at a university, and so they get in-house credit which counts toward promotion. So we definitely have a built-in reward system for staff development. If staff members participate on their own time, they get credit as if they went to a university. So a person can choose to take our modules, or go to an outside workshop, or go to the university to get whatever best fits his professional growth plan.

Another thing that we're trying to do is to get people to look at the word 'team' from a different aspect. We usually think of an administrative team as having someone represent student personnel, the academic area, the library, and so on, or a teaching team often means having different subject field specialities and expertise represented. What we have tried to do on our campus is to get people to look at certain talents that they have and use this as the basis for forming a team. For example, someone may be good at conceptualizing and synthesizing; another person is good at group dynamics and human relations; and another person is very good with packaging or follow through. Why not look at teams as a group of people with diverse talents who, when they connect, can better produce. The kind of team building which we have stressed relies on talents and strength assessment, rather than on titles or subject matter. Who do you need to complete your team? What particular talents are missing? Not just in the area of subject matter expertise but in style and manner. If you want to reach a variety of people, then you need diverse talents on your particular team.

This does not mean that a team functions well if each member has a different North Star. I want to talk a little bit about that. Too often we have confused diverse talents and different strategies and different means with saying that people can function well if philosophies are radically different and diverse. This can often paralyze a team. If one member is really all for the open college concept, or the open door concept, and another person is saying, "No, we must have closed admissions," then until you work that through there isn't going to be any utilization of team talent. You have to have agreement on goals and objectives. But how you get there is another matter - the greater the variety of the paths, the more people you can reach both within your own system and in the student body. In the last analysis, this is what any staff development program aims at - to get a diverse student body on different paths to meet their own goals.

I think one of the things we managed to do on our own staff is to have hired a good many hole-hoppers. An example comes to mind.

We have a very intense program within the penal system in Dade County - we have over 300 inmates taking courses. We are now in the process of training the faculty that teach in the program and are trying to get a cadre of people who will organize their courses in terms of variable credit and respond to all the other kinds of problems connected with an inmate program. For example, if an inmate has taken three weeks of courses and then is released, we don't feel he should stay in jail just to complete the course. So, we're trying to put our courses into modules with clear objectives so that every few weeks a student can earn perhaps two-thirds of a credit; then we can stock-pile the credits for these people so they can come back on campus and pick up the rest of the modules. This means there has to be a tremendous amount of teamwork and dedication displayed by the faculty. Now for three years in our staff development program we have kept saying - everybody do your own thing, we really want to capitalize on your uniqueness, and now we're saying to them - look, you're going to have to get together because these inmates really need to know that when they finish a particular module they can pick up the other credits on campus.

Well, we ran a workshop for the 'jail faculty' (35 people) for 2 days and it went very smoothly. My staff and I became very bored. We kept walking out - they didn't need us. Cooperation was everywhere. We began to realize that we had to learn to live with situations like this - that any time we went into a program where everybody was completely dedicated and could handle the design themselves, we just had to go off and do other things.

The workshop was obviously a success. Both administration and faculty said this was one of the most successful workshops we had run, and we were yawning in the corner! One of the things that was healthy about this experience was that it made us realize that if you are interested in staff development it really is necessary to be someone who is looking for other areas and other places to dig holes. This 'jail' program was a pet project and we were very pleased with it, but now was the time to cut our connection and let the program go off on its own. I think there has to be someone or some group within an institution that is constantly looking for these new holes to hop into and to dig because there is a tendency when any program becomes successful to become too comfortable.

One of the things that I hope we can talk about in the workshop this afternoon is what happens when faculty run workshops for other faculty. In the beginning people said, "No one is a hero to his colleagues and there will be a problem." The expert has to go 50 miles from home. It was really surprising to see the reaction of colleagues to someone who had information and was presenting it in an interesting way. We do evaluations after every session and at the end of complete pods and modules and the real warmth and support of colleagues for one another is something very good to see. Again we're into the atmosphere of the program. If a pod is something that has been selected by staff, and in which they are interested, then it really is going to be an exchange.

Our program has changed just about every four months. We're trying a whole new approach for the fall. We have a room, (it's very informal, a sort of living room atmosphere) and we're putting out guest books. A faculty member can indicate in the book his particular areas of interest and leave some of the materials that he has worked on. Someone else with a similar interest can just wander in, look through the book and find the name and phone number of this faculty member. Now understand that I'm talking about a campus that has 22,500 students and 500 faculty. So we're trying to get warmth and humanism into something like that - even some of the buildings look like factories. The first building is large and gray with slits rather than windows, and it really looks like Alcatraz, or what used to be Alcatraz. So any way that you can possibly warm up that atmosphere is worth trying. This idea was in response to faculty requests. When someone's taken a module on a particular topic, they want to be able to find out who among the faculty are working on the same thing.

So what we're really saying is that not only is there not one process but even that process is going to be constantly changing. It must be evaluated every few months, because we couldn't have put in guest books and have people

ZION...cont'd

leave their materials three years ago. There might have been defensiveress and the attitude, "who's going to tear apart what I've done?" Quite honestly, it isn't the administration that normally tears apart a very creative faculty member - usually his colleagues do a very good job of that. At the very beginning I think the first thing that we ever did was to take those faculty who were having all these ideas and wanted to try them out and say, "Go ahead - you're supported and it's all right. You're free to fail - anything - just go ahead and do this." We have been to workshops where one faculty member will get up and say something like, "You know, it really worked. I'm using this grading approach and I have 114 students in the class, nobody dropped out and I didn't have any D's and F's." And they just converged on him from all sides. "You can't do it in that large a class; it couldn't have worked; it was a popularity contest." And I mean the man was bloody by the time it was over...he would not risk sharing again. We said, "It's all right - go ahead and we will support you." This is the kind of thing that can happen within a staff development program but now what has begun to take place is that faculty have been put in touch with others who have similar interests and really want to try things. So Cluster College emerges, Micro College has been in existence 3 years, the jail program is activated. These were all faculty originated. None of these programs came from the administration. What happened was that faculty began to get in touch with other faculty and they found similar interests. In our office we merely helped them in the packaging of the proposal so that when it went before the administration it was the kind of proposal that could get accepted and really had the things in it that an administrator needs to know - cost effectiveness, evaluation plan, and so on.

To go back to what Terry O'Banion said earlier, if you want to encourage this kind of creativity, this kind of flexibility in our students, then we just have to provide it for the staff and this means also the administrative staff because they are a lot like people too.

Maybe on that note we can end this and talk about it later.

WINTER

MODULE VI: A Development of Evaluative Techniques to Determine How Well Goals, Objectives, and Strategies Are Meeting Student Needs
Wednesdays, February & March, 1:00 p.m. - 3:00 p.m.

MODULE VII: Conflict Resolution: A Problem-Solving Technique
Tuesdays, February & March, 11:00 a.m. - 1:00 p.m.

A new application blank will be issued in January.

IN-HOUSE CREDITS

1 credit for each module taken
(for promotion)

or

[redacted]

STAFF

Peter Diehl
Sandra Glinn
Alberta Goodman
Charles Klingensmith
Connie Sutton
Karen Watkins
Carol Zion

Faculty pod leaders will
be announced in
mid-September.

For further information, call

685-4526 or 685-4378

FALL-WINTER

WORKSHOPS

MIAMI-DADE JUNIOR COLLEGE

NORTH CAMPUS

OCTOBER-NOVEMBER 1972

FEBRUARY-MARCH 1973

MODULAR OFFERINGS

Since the participants of the Spring Workshops indicated approval of and a desire to continue with a modular approach, the Office of Staff and Organizational Development will offer modules to support classroom instruction.

The modular format serves three purposes: 1) it permits the utilization of faculty expertise; 2) it allows for the dissemination of information gained by faculty attending outside conferences; and 3) it provides an opportunity for faculty from different areas to get together to share ideas.

It is with these objectives in mind that the modules will be offered.

FALL

MODULE III: Writing Course Goals and Objectives
1:00 p.m. - 3:00 p.m., Room 1324
Tuesdays: Oct. 3, 10, 17, 24, 31, Nov. 7, 14, 21.

MODULE IV: Teacning Strategies to Assist Students in Meeting Course Objectives

Module IV will be offered on a pod basis.

Pods 1-5 will be offered on Wednesdays, 11:00 a.m. - 1:00 p.m.

1. Cognitive Mapping
   Oct. 4, 11, 18
2. Programmed Learning
   Oct. 25, Nov. 1, 8
3. Films and Media
   Nov. 15, 22, 29
4. Game Simulation
   Oct. 25, Nov. 1, 8
5. Peer Teaching
   Oct. 4, 11, 18

Pods 6-10 will be offered on Thursdays, 1:00 p.m. - 3:00 p.m.

6. Creative Problem Solving
   Oct. 5, 12, 19
7. Small Groups (Task & Process)
   Oct. 26, Nov. 2, 9
8. Modular Instruction
   Nov. 9, 16, 30
9. Role Playing
   Oct. 5, 12, 19
10. To be announced

The initial meeting for all participants of Module IV will be held on Thursday, September 28, 1972, from 1:00 - 2:00 p.m., in Room 1324. Since three pods are the equivalent of one module, please select any combination of three pods. Avoid conflicting meeting times.

MODULE VII: Conflict Resolution: A Problem-Solving Technique
11:00 a.m. - 1:00 p.m., Room 1324
Tuesdays: Oct. 3, 10, 17, 24, 31, Nov. 7, 14, 21

PLEASE NOTE: We have maintained the same numbering system as the Spring Workshops for clarity and continuity. Changes have been made in content and format on the basis of the participants' evaluations of the Spring Workshop.

CREDITS

MODULE I -or- MODULE II =	1 cr.
MODULE I plus 1 of 6 MODULES =	2 cr.
MODULE I plus 2 of 6 MODULES =	3 cr.
MODULE I plus 3 of 6 MODULES =	4 cr.
MODULE I plus 4 of 6 MODULES =	6 cr.

PROJECT POINTS

MODULE I -or- MODULE II =	4 pts.
MODULE I plus 1 of 6 MODULES =	8 pts.
MODULE I plus 2 of 6 MODULES =	12 pts.
MODULE I plus 3 of 6 MODULES =	16 pts.
MODULE I plus 4 of 6 MODULES =	24 pts.

STAFF

Howard Carter
Cynthia Clark
Timothy Davies
Peter Diehl
Donald Early
Sandra Glinn
Alberta Goodman
Max Lombard
John Losak
Preston Marshall
Alfred Pinkston
Patricia Roberts
Kandy Sheffield
Connie Sutton
Stafford Sweeting
Karen Watkins
Carol Zion

and

Resources from Black
Contributions Committee

Ronald Thompson, Chairman
Richard Janaro
Stanley Miron
William Primus
John Self
Louise Skellings
La Vern Smith

For further information, call

685-4378 or 685-4526.

SPRING WORKSHOPS

MIAMI-DADE JUNIOR COLLEGE

NORTH CAMPUS

APRIL 28 - JUNE 12, 1972

STARTING WITH A MODULE ON THE OPEN DOOR CONCEPT

SPONSORED BY

THE

ACADEMIC COUNCIL

MODULAR OFFERINGS

For the past two years, the Black Contributions Committee has sponsored workshops during the Spring or Summer Terms for students and faculty at Miami-Dade Junior College, North Campus. A number of faculty have also participated in workshops conducted by various divisions or by the Office of Staff and Organizational Development.

As a result of the increase in faculty requests for consultants, conferences, and workshops for Spring, 1972, the Academic Council is sponsoring one workshop for interested faculty.

This workshop will utilize the format of modular offerings. The modules have been developed according to faculty requests received by the Black Contributions Committee, department chairmen, division directors, and the Office of Staff and Organizational Development. Each module may be taken for institutional credit and/or Spring project points.

The workshop will begin with a conference at the Remuda Ranch and will continue on-campus for five weeks. Following the conference, each participant will attend those modules which meet his individual and professional needs.

Our campus resources are able to accommodate 100 participants for Module I. Priority for participation in Module I will be given to those who plan to take an additional module. Therefore, should you decide that this approach meets *your* personal and professional needs, fill out the attached application as quickly as possible and give it to your department chairman by *March 24, 1972.*

MODULE I: The Community College Concept: Open Door, Revolving Door, or the Elevator Shaft?*

Conference at the Remuda Ranch . . . . April 28-30, 1972

MODULE II: Philosophies, Attitudes, and Values of the Educational Process at Miami-Dade Junior College, North Campus*

Wednesdays (May 3, 10, 17, 24, 31) . . . . 12:30 p.m. - 3:00 p.m.

MODULE III: Writing Course Goals and Objectives

Mondays (May 8, 15, 22, June 5, 12) . . . . . . 12:30 p.m. - 3:00 p.m.

MODULE IV: Exploring Alternate Teaching Strategies to Assist Students in Meeting Course Objectives

Tuesdays (May 2, 9, 16, 23, 30) . . . . 9:30 a.m. - 12 noon

MODULE V: Black Contributions: Resources for Implementing Goals and Objectives

Thursdays (May 4, 11, 18, 25, June 1) . . . . . . 9:30 a.m. - 12 noon

MODULE VI: A Development of Evaluative Techniques to Determine How Well Goals, Objectives, and Strategies Are Meeting Student Needs
(Prerequisite: Participant has already developed and implemented goals, objectives, and strategies for a specific course.)

Mondays (May 8, 15, 22, June 5, 12) . . . . . 12:30 p.m. - 3:00 p.m.

MODULE VII: Conflict Resolution: A Problem-Solving Technique
(First-priority enrollment given to Student Personnel Services)

Fridays (May 5, 12, 19, 26, June 2) . . . . 9:30 a.m. - 12 noon

**All participants must take* either *Module I* or *Module II since they form the groundwork for the other modules.*

Module I is from Friday, April 28, through Sunday, April 30, at Remuda Ranch. Module I is a total community effort to explore and understand the community college Open Door concept. Through various activities and discussion, each participant will examine how his philosophical orientation to education affects his personal and professional attitude and behavior.

January 5, 1973

MEMORANDUM

TO: All Faculty

FROM: Office of Staff & Organization Development

SUBJECT: MODULAR OFFERINGS -- WINTER TERM
ROOM ASSIGNMENTS, APPLICATION BLANK, STAFF

MODULE IV - ALTERNATE TEACHING STRATEGIES

POD 5 - Peer Teaching.
THURSDAYS, 1:00 - 3:00 p.m.
FEBRUARY 8, 15, 22
ROOM NO. 1324
STAFF: Jeanette Levy, Karen Watkins

POD 8 - Modular Instruction
THURSDAYS, 1:00 - 4:00 p.m.
JANUARY 11, 18
ROOM NO. 1324
STAFF: Tim Davies, Suzanne Richter

MODULE VI - DEVELOPMENT OF EVALUATIVE TECHNIQUES

CORE POD (Required)
WEDNESDAYS, 1:00 - 3:00 p.m.
FEBRUARY 7, 14, 21
ROOM NO. 6135
STAFF: Connie Sutton, Suzanne Richter

PODS 1 - 10 will be offered on WEDNESDAYS, 1:00 - 3:00 p.m. as follows:

1. Evaluation of Small Group Activities.
FEBRUARY 28, MARCH 7, 14
ROOM NO. 6102
STAFF: Connie Sutton, Linda Tixier

2. Evaluation of Affective Objectives.
FEBRUARY 28, MARCH 7, 14
ROOM NO. 6103
STAFF: Alberta Goodman, Suzanne Richter

3. Evaluation in Experimental Programs.
FEBRUARY 28, MARCH 7, 14
ROOM NO. 6110
STAFF: Sandy Clinn, Dave Porter

4. Self-Evaluation Techniques.
MARCH 7, 14
ROOM NO. 6111
STAFF: Karen Watkins, Carol Zion

5. Evaluation of Experiential Learning.
MARCH 7, 14
ROOM NO. 6134
STAFF: Pete Diehl, Dick Janaro,
MacGregor Smith

6. Peer Evaluation.
MARCH 21, 28, APRIL 4
ROOM NO. 6134
STAFF: Jeanette Levy, Carol Zion

7. Evaluation through Film & Media.
MARCH 21, 28
ROOM NO. 6102
STAFF: Pete Diehl, Audrey Roth

8. Test Construction.
MARCH 21, 28, APRIL 4
ROOM NO. 6103
STAFF: Neil Burns, Chuck Klingensmith

9. Evaluation in Cooperative
Education Programs.
MARCH 28, APRIL 4
ROOM NO. 6110
STAFF: John Flannery, Connie Sutton

10. Course Evaluation.
MARCH 28, APRIL 4
ROOM NO. 6135
STAFF: Alberta Goodman, Suzanne Richter

MODULE VII - CONFLICT RESOLUTION - A PROBLEM SOLVING TECHNIQUE

TUESDAYS 11:00 - 1:00 p.m. -- FEB. 6 THROUGH MARCH 27 -- ROOM NO. 6134
STAFF: Pete Diehl

April 3, 1973

MEMORANDUM

TO: All Faculty

FROM: Office of Staff & Organization Development

SUBJECT: MODULAR OFFERINGS -- SPRING TERM

MODULE IV - ALTERNATE TEACHING STRATEGIES

This module will be offered every Wednesday during the Spring Term from 12:30 - 3:30 p.m. (May 9 - June 13). Registration and pod selection for Module IV will take place on Wednesday, May 9th in room 1324 (living room) from 12:30 - 1:30 p.m. The Core Pod for this module will be offered from 1:30 - 3:30 p.m. that same day for those participants who have never taken Module IV in the past.

MODULE VI - DEVELOPMENT OF EVALUATIVE TECHNIQUES

This module will be offered every Monday during the Spring Term from 12:30 - 3:30 p.m. (May 7 - June 11). Registration and pod selection for Module VI will take place on Monday, May 7th in room 1324 (living room) from 12:30 - 1:30 p.m. The Core Pod for this module will be offered from 1:30 - 3:30 p.m. that same day for those participants who have never taken Module VI in the past.

MODULE VII - CONFLICT RESOLUTION - A PROBLEM SOLVING TECHNIQUE

This module will be offered at the convenience of the participants. Please call ext. 4526 and contact Pete Diehl if you are interested in participating in Module VII during the Spring Term.

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H. W. Jackson, Director
Applied Arts and Technology Branch
Ministry of Colleges and Universities
Toronto, Ontario

COMMUNITY COLLEGES AS POLITICAL INSTITUTIONS

The theme of this year's International Institute on the Community College - Education in Transition - is particularly timely. During the 1960's education enjoyed an unprecedented level of public support throughout the western world. Community colleges themselves are a creation of that Golden Age of Education - an age when public opinion (and consequently the politicians) viewed education as "a virtual panacea for personal, social and economic ills"* During the 1960's, the popular notion of education (particularly post-secondary education) as an investment was universally proclaimed. An example of the thousands of statements of that era is the one made by the Honourable John Robarts, Premier of Ontario, to the legislature in 1964:

> "Our true wealth resides in an educated citizenry; our shrewdest and most profitable investment rests in the education of our people...It is the task and the purpose of this government to provide whatever opportunities are necessary to enable each individual, through education, to develop his potentialities to the fullest degree and to employ his talents to the greatest advantage, and we plan to accomplish this through free choice, not by coercion and regimentation of our fellow-citizens."

One year later, the Government of Ontario presented the enabling legislation for Colleges of Applied Arts and Technology.

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* The Learning Society - Commission on Post-Secondary Education in Ontario

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During the Golden Decade of Education, we began to believe that nothing was too good for education. This belief led to the peculiar corollary that - the more we spent on education, obviously the better off everyone would be. Soon the race was on to develop institutions which could spend money as if it were going out of style. By the 1970's spending huge sums of money on education had indeed gone out of style. The Golden Age of Education had come to an end. There are still some educators who, in the isolation of their ivory towers, still believe that the present decline in public enthusiasm for institutionalized education is a passing fancy, and that the good old days will soon return. I don't think that we shall ever again see a return to education's Golden Years of the 1960's.

It is a characteristic of human society that, whenever it identifies a function which it considers to be essential to its preservation, it creates an institution for the purpose of performing that function in an organized manner. Education is just such a function. Thus education has become one of the most institutionalized functions in western society. Education therefore suffers from the basic weakness of every institution -- in a very short space of time institutions become very much institutionalized. The means becomes more important than the end; and preservation of the organization becomes a major objective. Although there are undoubtedly many administrators and instructors who are not prepared to acknowledge such a phenomenon, the institutionalization of Ontario's Colleges of Applied Arts and Technology in the six short years of their existence is becoming increasingly evident.

Society creates institutions to solve social problems. As society develops, the nature of the problems changes. But the institutions created by society are often unable or unwilling to adjust to the new requirements. Until recently, the typical response of society has been to create another institution. Thus when society felt that the traditional university could not cope with the rapidly expanding need for access to post-secondary education, society, through its political machinery, created community colleges. As we progress through the 1970's, I suppose we could ask ourselves what kind of educational institutions will take up where the community colleges leave off.

As society develops more and more rapidly, it is discovering that it can no longer afford to add new institutions while existing institutions retreat into their ivory towers. I think that we shall see, during the 1970's, an increasing pressure to withdraw support from those institutions which no longer perform the functions which society expects of them. For possibly the first time in the history of education, society is slowly but surely questioning the value of education as an institution.

During the past couple of years, society has discovered that a college or university degree is not the automatic job ticket that everyone supposed. At the same time, we are experiencing the new phenomenon of the college "stop-out." The notion that everyone is supposed to complete his education before commencing a thirty-five year stint in the labour force is no longer accepted. Ivan Illich is gaining an increasing number of disciples for his concept of "deschooling" the educational system. And here in Ontario, the very first recommendations in the report of the Commission on Post-Secondary Education in Ontario entitled The Learning Society proposes that:

> The Government of Ontario should, through its own actions and through encouragement of appropriate policies on the part of other

JACKSON...cont'd

governments and private and public organizations, provide socially useful alternatives to post-secondary education.

I think that society is now looking for an educational system that can remain flexible enough to provide individual members of society with the particular type of education they want, when they want it, and where they want it. Society can no longer be conned into supporting an educational institution which takes it upon itself to decide what form of education society ought to have. Society is beginning to understand the advantages of life-long access to further education. Society is beginning to realize that it is no longer necessary to take the whole dose within the captivity of traditional educational institutions. This, I believe, is what the Commission on Post-Secondary Education foresees as the Learning Society.

Community Colleges can take much of the credit for changing the educational expectations of society. And community colleges are still young enough to be able to adjust to the changing needs of society. Nevertheless, community colleges are educational institutions, and therefore, are susceptible to the evils of institutionalization.

I suppose that we could call community colleges "social institutions". After all, community colleges were created by society to meet certain post-secondary educational needs of society. But there is a danger in adopting such a designation. Instead of responding to the needs of society, the members of a social institution sometimes see themselves as being charged with deciding what is good for society.

About three years ago, Canadian universities began to be alarmed at the rapidly increasing dependence of universities on government grants. On the principle of he-who-pays-the-piper-calls-the-tune, there was serious concern that government, rather than the university senate, would be making the decisions as to what is required in the way of higher education. The universities commissioned a study on the relations between Universities and Governments. One of the first chores was to try to define a university. The Hurtubise/Rowat Commission proposed that:

> The university is a *social institution,* the specific mission of which is the *transmission* and *advancement* of higher learning.

I suppose that society will still concede that there is a place for such an institution, which is not required to adjust to immediate educational needs of society - as long as there exists a viable alternative to the traditional university. Time alone will tell. But I do not think that society will grant the same privileged status to community colleges. Community colleges are primarily a creation of the past decade for the purpose of meeting the changing post-secondary education needs of society. Their ability to survive the 1970's will surely depend on their willingness to adjust to the changing needs of society. I have my own ideas as to what some of these changing needs are likely to be. But this is the main theme of this conference; so I shall refrain from trespassing into that field.

To get right down to the topic of this little monologue, I would suggest that there are many members of the college community who, being products of the traditional university system, would dearly love to extend that mythical world of "academic freedom" (whatever that might be) to the community college campus. Even though members of the college community accept the notion of a *changing* educational scene, there is a real danger that a "search for a new balance" in post-secondary education could become simply an exercise in speculation in isolation as to what changes society should want, rather than an acknowledgement of the real world needs and aspirations of society.

Society long ago discovered that its institutions were more suited to the preservation of social values, than to responding to changing needs. To offset this limitation, society invented the political process as a device for responding to its changing aspirations. In a democratic society, a politician who neglects his "grass roots" contacts or who loses the confidence of society is soon out of a job. In a dictatorship, he ends up with a bullet in his head.

Community colleges were created by the political process in response to the needs of society for a viable alternative to the traditional university form of post-secondary education. Community colleges depend for their existence on the continued flow of public funds. Community colleges, like politicians, can survive only as long as they enjoy the confidence of society. Although the terms are somewhat contradictory, I would suggest, therefore, that community colleges are political institutions.

It is very easy for an instructor to become so involved with the detail of his course, or for an administrator to become so immersed in internal organizational entanglements, that the stark reality of survival as a political institution is completely ignored. Righteous indignation at a reduction in government financial support will gain no sympathy with the public if an institution should forget that it exists only as long as society perceives some value in its activities. Perhaps we could improve our chances of survival as political institutions if we hung a suitable motto in every community college office. Paraphrasing the definition of a university, our little daily reminder might go something like this:

> A community college is a political
> institution, the specific mission of

> which is to respond to the immediate needs of society (as perceived by the members of society) for opportunities to pursue individual post-secondary education objectives on a life-long basis.

Survival as a political institution has significant implications for a management style designed to prevent a community college from becoming too institutionalized. Neither the bureaucratic management style of traditional social institutions, nor the consensus style of management of academic institutions is really suited to the community college as a political institution. During the 1970's, community colleges will probably develop a political management style which is particularly sensitive to 'client' needs and expectations. But that is another story and I won't intrude on your patience to pursue it at this time.

R. F. GIROUX, Dean of Students
St. Clair College
Windsor, Ontario

STUDENT DEVELOPMENT - WHERE ARE WE GOING?

I'd like to share with you some models that I think are significant and important and which we ought to consider if we're going to have student development programs. First, I'd like to get somewhat specific and talk about the climate that should exist for a student development program. Secondly, I'd like to share then some of the outcomes - what's our product - what the student would be like if he went through a student development program. And finally, I'd like to share some concerns with you and some new directions that we ought to look at in developing student development programs. I don't see student development as the prerogative of student services. I believe that everyone in the institution ought to be working for student development. My point of view is that we should use the expertise of the people in Student Services effectively in student development, but no way are they completely responsible for total development of the student. This is something that we all 'must' work at.

Let me begin with what I think student development is not. And I'd like to illustrate that with a poem. The poem is entitled, "I Taught Them All."

I have taught for ten years,
During that time I have given assignments among
others to a murderer, an evangelist, a thief and
an imbecile
The murderer was a quiet little boy who sat on
the front seat and regarded me with pale blue
eyes
The evangelist, easily the most popular boy in

the school, had the lead in the junior play
The thief was gay-hearted and always had a
song on his lips
And the imbecile, a soft-eyed little animal,
seeking the shadows.
Now the murderer awaits death in the State
Penetentiary
The evangelist has laid a year now in the
village churchyard
The thief, by standing on tip toes, can see
the windows of my room from the County jail
And the once gentle-eyed little moron beats
his head against the padded wall in the
State asylum.
All of these people once sat in my room
I must have been a great help to these pupils
After all I taught them the rhyming schemes
of the Elizabethan sonnet and how to diagram
a complex sentence.

I really think we want to make more of an impact on people than that. Let me share with you a number of models whereby I think student development can take place.

The first model is what I call the Production Model (figure 1). The thrust of the Production Model is training. Notice the faculty on the left, separate from Personnel functions, Student functions, Student Services functions, and the Counsellor. With training as the thrust, the faculty are the trainers and everybody else provides the services. The faculty trains the animals and the rest of the environment shovels the ....

I really believe this accurately represents the

GIROUX...cont'd

characteristics of this model; for not only in Community Colleges, but also for graduate schools, of which I have been a part. This model emphasizes standards. Standards are all important. Anything academic is sacred; if it hasn't been through the curriculum committee it hasn't got anything to do with development. Total development takes place in the classroom and usually the faculty - I can talk from working in a grad school - want to work with the cream of the crop. We will only work with those students that are the best. The students that are going to make it without us, that's who we want to work with.

Opposed to this is what I call the Humanistic Model, (figure 2). In the Humanistic Model you will notice that the Faculty, Student Services, Counsellors, and I could add Clerical Staff and Support Staff, and everybody in that institution, is focusing on total human development. Everyone in that institution is not only concerned with development but is a contributor to it and there are in-service training programs going on to make those people more effective and there are in-service programs going on so that these people not only personally can be effective but can be effective as it effects the college. I think with the accountability crunch and with the dollar crunch we just have to maximize our resources of the people we have in an institution. This model again, from my point of view, uses the total expertise and the energy of everyone in the institution. It totally focuses on human potential and there's a commitment to both the affective and cognitive domain - you don't split the student up.

What are the implications of these models? Well, first of all we have to understand what kind of person am I? What am I? Do I belong to the Production Model or do I belong to the Humanistic Model? Because if you belong to the Production Model, then anybody that works with you is never going to have a development kind of experience because you are going to put him through a series of experiences that you think are good for him.

The next question you need to ask is what kind of model your boss prefers. Does he belong to the Production Model or does he belong to the Humanistic Model? If you are going back and you are going to be talking Student Development, Staff Development, Community Development, there isn't going to be much happen if you're talking development and he belongs to the Production Model.

The next question is what kind of model is your institution? Does your institution focus on Human Development or does your institution focus on the Production Model. We're going to train students and then we're going to slot them, and we know that one out of four students end up working in that job a number of years from now. Are we really making more effective people or are we just producing statistics in the job market? I really believe that these models that I've talked about this morning represent the issues that we personally have to come to grips with if student development is going to occur. Of course I'm making the assumption that if we're going to have student development programs we have to have some commitment to student development.

What would the climate be in your institution or in your classroom or in your setting if you were trying to obtain student development? The first characteristic that you would observe would be a freedom for students to choose their own direction for learning with some excellent faculty members who would go in and really begin to explore with the student. Some questions immediately arise. How do we want to set such courses up? Do we do it by determining objectives? How do we want students to work through the program? How do we accommodate the personal learning styles of students and deal with them where they're at?

The next characteristic is that the students must take responsibility for their choices. If they contract for an A which requires certain kinds of accomplishment, then they have to be held responsible and I think that we as educators need to see that that happens.

The third thing, and I think this is something that we often forget, is that we need the opportunity for personal interaction. There has to be consideration for individual differences and we have to build a flexibility, where somebody can learn one way and somebody else can learn another way. There has to be a climate of warmth, caring, understanding, acceptance and support. Too often we get a panacea called Learning by Objectives and we forget this climate has to exist. It's nice to have the objectives but if you don't have the climate where individuals can learn, not much is going to happen in the way of development.

Also, there has to be a climate of challenge, confrontation, encounter and excitement; not only a supportive climate but also a challenging and rigorous climate. We have a rigorous education and a supportive education. The students are challenged but challenged from the basis of where they are at.

What kind of outcomes would we expect from a total student development program? I think, first of all, intellectual understanding; this is crucial and critical. The second outcome is skill competence. We expect students ought to be able to do certain things. I think

GIROUX...cont'd

another outcome we would like to have is socially responsible behaviour. We would like to have flexibility and creativity. We would like to have awareness of self and others. We would like the person to have the courage to explore and experiment. We would like to have him have an openness to experience, an efficient and effective ability to learn, an ability to respond positively to change, a useful value system and a satisfying life style. Are we talking about God? No, we are really talking about everything we want to be. We would like to be all of those things and so would students, and I think that we can help them achieve some of those things so that they could lead richer and fuller lives.

I would contend that the Humanistic Model addresses itself to those twelve outcomes, and that your objectives ought to reflect those twelve outcomes, and not just reflect the first two which comprise the Production Model. You feel very uncomfortable if your boss or whoever you relate to accepts the Production Model and sees you as a cog in the wheel, and I think that the students who don't cope as well as we do must be feeling the same way.

Let me share with you now some concerns that I have about some trends that are affecting student development. The first has to do with the counsellor as therapist. I really don't believe that there is a place for this on an ongoing basis in a school setting. In that kind of role the emphasis is on individual counselling. There's an emphasis on seeing just a few clients. There's an emphasis on the counsellor working primarily in his cubicle in the counselling centre, much different than the counsellor working in the halls, in the cafeteria, in the playground, in the classroom or

GIROUX...cont'd

wherever the students or wherever the faculty can be found to work things out with.

I am not saying that there is not a place for the cubicle but I think the counsellor ought to let the people know he has legs and get out where the students are.

In this model, which exists in some colleges, there is an over-emphasis on confidentiality of interviews that creates an aura of mysticism and magical voodoo. We ought not to tolerate that. We ought not to accept that. The counsellor ought to consult with the faculty and work with the faculty and share with the faculty, because they are both working for the student. Usually a counsellor with this attitude looks down on such activities as orientation, advising students, admission, becoming involved in the classroom, or becoming involved in groups because it's not therapy, he's not doing what he's trained to do. I don't believe that.

My second concern revolves around the role of the student personnel worker in bringing about change. The role of student personnel worker is to be a change agent. In the literature, writers have called pupil personnel workers vice-presidents for heresy, meaning that every policy and practice that does not have a significant impact on student development should be challenged. Now I don't question the need for change but I suggest that it should be done in a constructive fashion. I don't think counsellors and student personnel workers should go around stirring the students up against the administration. On the other hand, I am concerned that student personnel may be asked to act as the repressor. Some presidents, wanting no change, have had their counsellors act as regulators or repressors, repressing human potential, holding them down, not letting them develop. I submit to you that both of these extremes or both of these educational processes will not enhance student development. I think we need to use the student personnel worker constructively as part of the total management program and he ought not be a repressor holding students down and he ought not to be an activist on campus. I suggest that there is a middle road.

This is an aside. Just let me tell you a story. There are times when it is appropriate for student personnel workers to talk to students and here is an example.

There was a freshman acting up out in the hall and the chief academic officer approached and said;

"Now quit that. What are you doing? What are you going to do when you get as big as me?"

And the student stopped, and looked at him for a minute and said,

"I am going to go on a diet."

I think the third concern that I have is that student personnel programs are considered a support or an appendage or a frill. It's usually called a service program or a support program rather than an integral part of the team. In an age where we have racial strife, problems with drugs, problems with alcohol, marital problems, family problems, greater problems now than at any time in the history of education, educators who have the expertise to assist students to develop coping skills to deal with these kinds of problems are considered supports, an appendage rather than a part of the central thrust of the educational process. I don't think that counsellors as student personnel workers ought to be the central process. But I think they ought to be a part of it because I think they have some expertise to offer. I guess what I am saying to you is that while the majority of us here are not working counsellors we have a whole lot to do to shake up the roles in an institution.

My fourth concern deals with communication; really the inability of counsellors and faculty to communicate. I'm really concerned about this because if a counsellor who is supposed to have training in communication skills and a faculty member who is supposed to have training in communication can't talk to one another, how are we going to help the student if we can't work things out amongst ourselves? As an illustration - in one institution in this province, I heard that in order for a faculty member to refer a student to a counsellor he has to fill out a slip that has got to go through the bureaucracy and be approved. Now is that responding to human needs or is that really developing a machine on a production line?

At this point I would like to focus on some of the directions that I think should be considered to reshape the role of student services in the Student Development Model.

The first direction I would like to speak to you about is what I call de-centralization of services. I believe that, whenever possible, student personnel workers and counsellors should be located where the students are. William Rainey Harper Community College in Palatine have moved their counsellors out where the students are, housed with the students and with the faculty. Morraine Valley Community College has come up with something even more unusual. They have not housed their faculty according to disciplines, but instead have people from cross disciplines - one from English, one from Science, one from Math - working in a cluster concept with a counsellor and the only thing they have in common is the student. Sante

Fe College has done something similar. We at St. Clair are trying to place our counsellors where the faculty and where the students are. It increases the ability of the faculty and the counsellor to communicate.

The second direction that I think we ought to consider is what I call "Human Development Instruction". I don't see this at all as solely the job of counsellors but I see counsellors involved, along with anyone who has inter-personal expertise. These are not courses in psychology where we learn defense mechanisms, or courses in sociology, but courses where the subject or the content is the student himself. Such courses are called across the country by such names as Human Potential or Human Growth and Development. We use the last name for a course at St. Clair College in the School of Health Sciences in our nursing program orientation. The course explores college life, career development, human sexuality, and self identity. Now we can talk of these as frills; what is really reflected is our value system. It really comes back to saying are we in the Production Model or are we in the Human Development Model? What are the outcomes that we are really expecting? If we just expect knowledge and skill competencies, we're not going to put these electives in our program. I think they can be built in the program and I think there are capable faculty members along with counsellors that can do these programs, and I think it is something we ought to consider if we are committed to student development down the road.

The third direction is towards what I call the "Educational Team". We have had a lot of meetings on our own campus talking about the educational team but for too long we have said, "You deal with his feelings and I will deal with his intellect. You deal with the affective and

and I will deal with the cognitive - we have split the counsellor and the faculty member because we cut the student up in little pieces." Oh! You're talking about your feelings now, so run and see the counsellor! Talk to the counsellor for a while and then, "you're not talking about feelings anymore, you're talking about the course, so you run back and see the instructor." My experiences with faculty members shows that most of them are very, very emphatic and very helpful kinds of people who can deal with student feelings and work with the counsellor and can use the expertise. I don't think we need to split the student up by saying that is your role and this is my role.

I think we need confluent education, bringing the affective and cognitive together, bringing all the resources together to focus on the student. Joe Cosand at AAJC in 1973 said that we must have faculty-counsellor teams. We must break the barrier between counsellors and faculty and have them march together to help the student. Harold Grant in 1970 at ACPA said, "What are the counsellors working for? Obviously the student. What are faculty working for? Obviously the student. What do you know - they both have the same goal. Why are they located in different places? Why are they going about it differently? Why are they fighting - if they are both working to do the same thing?" The Minister of Education in Manitoba at a recent conference said, "We really ought to abolish the word 'teacher', we ought to abolish the word 'counsellor' and we ought to call ourselves educators or coaches or helpers or anything that connotes that we are all in the business of helping people because we spend so much time discussing the role that we should have a ceremony in which all the papers describing roles would be burned.

We must find creative ways to gap the polarization with this team. At St. Clair we are starting to tackle some of these things. I focus on St. Clair, but there are a lot of good things going on in many places where counsellors and student personnel workers are involved in curriculum committees in an authentic way, in an honest way so that they can contribute in a way that they are respected. They are not expected to have all the answers; they are just a resource and have expertise. Also, they are getting involved in team teaching with faculty in human development courses.

I would like to offer a challenge to all of the Presidents here. A President is the chief officer in a school, if you go to any management conference, you soon hear that your chief role is to coordinate - plan, organize and coordinate your team. No winning coach in history, that I know of, would tolerate a team that lacked harmony, coordination and team work and we play a game where the stakes are high, namely the development of students. We must become better coaches and we must get better winning records.

With regard to a fourth direction, I think we need fresh approaches to academic advising and orientation. Again, we are being strangled by our roles; that's not my role; I ought not to be on campus on that time; that's my student, no he's yours, no, I saw him last week, and so on. I picked up a student just last week coming to campus who was just so damned frightened he could hardly speak. Then I started to realize what are we doing to these students? We have a form with seven places he ought to go; hell, he's so upset he can't even read! We need ways to orientate students to our system. We need to coordinate the skills - and there are some outstanding ones - of faculty members and counsellors so that they can work together to help the student come to college and to begin to explore his life. Did you know what you were going to do when you were eighteen? Hell, I'm thirty-six and I still don't know what I am going to do! They need to come to grips with these questions. We need to come to grips with these questions. We need to help students explore these life styles and why not build it into the curriculum? Why not, if we're really committed to development? We are worried about attrition, we are worried about hearing students, we are worried about listening to students, we are worried about being flexible; why not build it right into the curriculum and make it affective learning for that student?

The next direction in which we ought to move is towards group work. I really believe there is a place for individual counselling, but I think the counsellor has got to do more group counselling. First we can talk about it being economical. But when you think about it, we live our lives in groups, we work in groups, we eat in groups, we socialize in groups; what are we really doing to give people group skills? Take a look at ourselves. When there is more than two or three people in the room, we have a hard time sometimes to relate to one another. We really need group skill. But if you're in the production model you know you don't get them. When do you get them? When your group skills really start to develop is at a conference like this after about a half bottle of scotch. Everybody is liberated.

I think the sixth and final direction that we have to consider is what I call outreach programs for community development. We are community colleges, and we're concerned with the total development of all people in our, if you will, learning community. But not only having them get the material that's in the calendar. You know we spend a lot of our time saying, "Well we really can't do anything for those people over there. We really can't do anything because it hasn't gone to the curriculum committee yet. We can't do anything for those people over there because the faculty member doesn't have an M.A. We can't do anything for those people over there because it isn't academic;" I really think what we ought to be doing is thinking these people are in our college as long as they are in the boundaries. Let's activate their potential. You can say I'm dreaming, but if we have any kind of commitment to their development, then we have to use all of our resources to bring this about. We at St. Clair are attempting to develop programs in pockets of the community. There are some excellent community services programs throughout the province. I think we have got to use our competencies and reach out and we have got to do it together. Counsellors can't do it. Faculty members can't do it. WE have got to do it together because again you can't go to a disadvantaged adult who had dropped out of school ten years ago and say, "How would you like a course in Chemistry?" He can't even get a job or fill out an application. He can't even articulate but still he wants to learn some chemistry eventually. So we have got to do these things together.

Where are we going? I suggest that you as leaders in the field of the community college lend some support and some considerations to the directions that I have reviewed. We must all renew our faith in the potential of the young and help them become everything they are capable of becoming. Not only the young but we are talking about staff

GIROUX...cont'd

development and ourselves too. We must all become Martin Luther Kings for student development, to develop an environment that fosters development. Finally we must be good role models ourselves. We must live development. How do you treat the people around you? How do you treat the students? How do you treat your own staff? How do you treat the community and how do you treat your own family? Are you good role models for development? We must never forget the impact, the personal impact that we can have on another person's life. I would like to end with a poem that serves to remind us of the kind of impact we can have on people development, especially that of students. It is entitled, "You Never Know."

> You never know when someone may catch a
> dream for you,
> You never know when a little word or
> something you may do, may open up the
> windows of a mind that seeks the light.
> The way you live may not matter at all,
> But you never know - it might.
> And just in case it could be through you
> that anothers' life might possibly change
> for the better, with a broader and better view,
> It seems it might be worth a try at pointing
> the way to the right,
> Of course, it may not matter at all,
> But then again, it might.

Thank you.

FIGURE 1

THE PRODUCTION MODEL

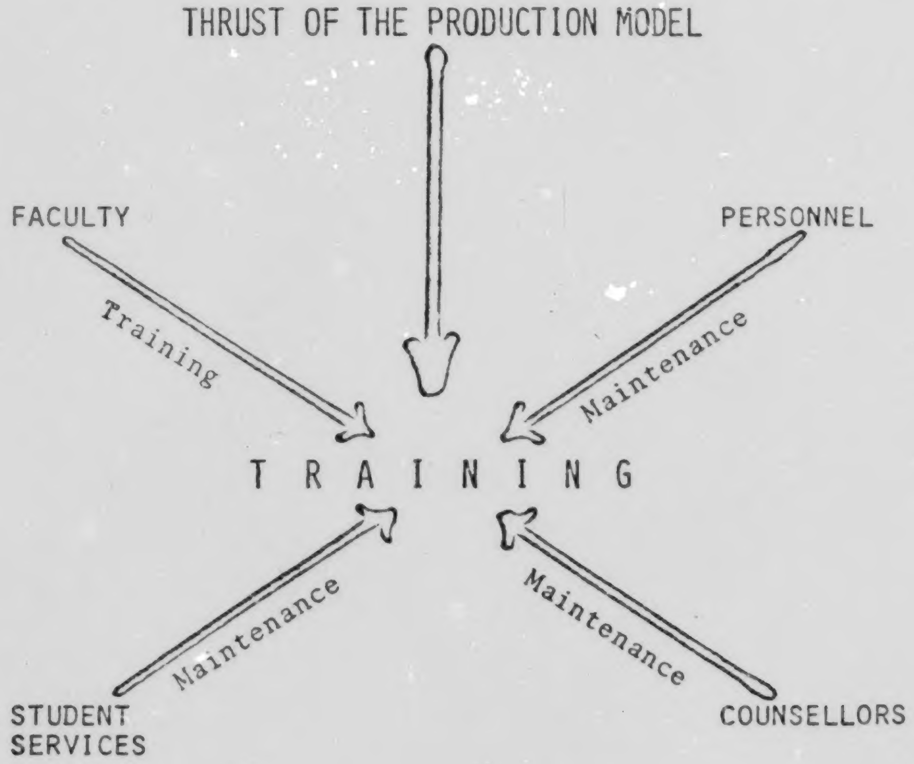
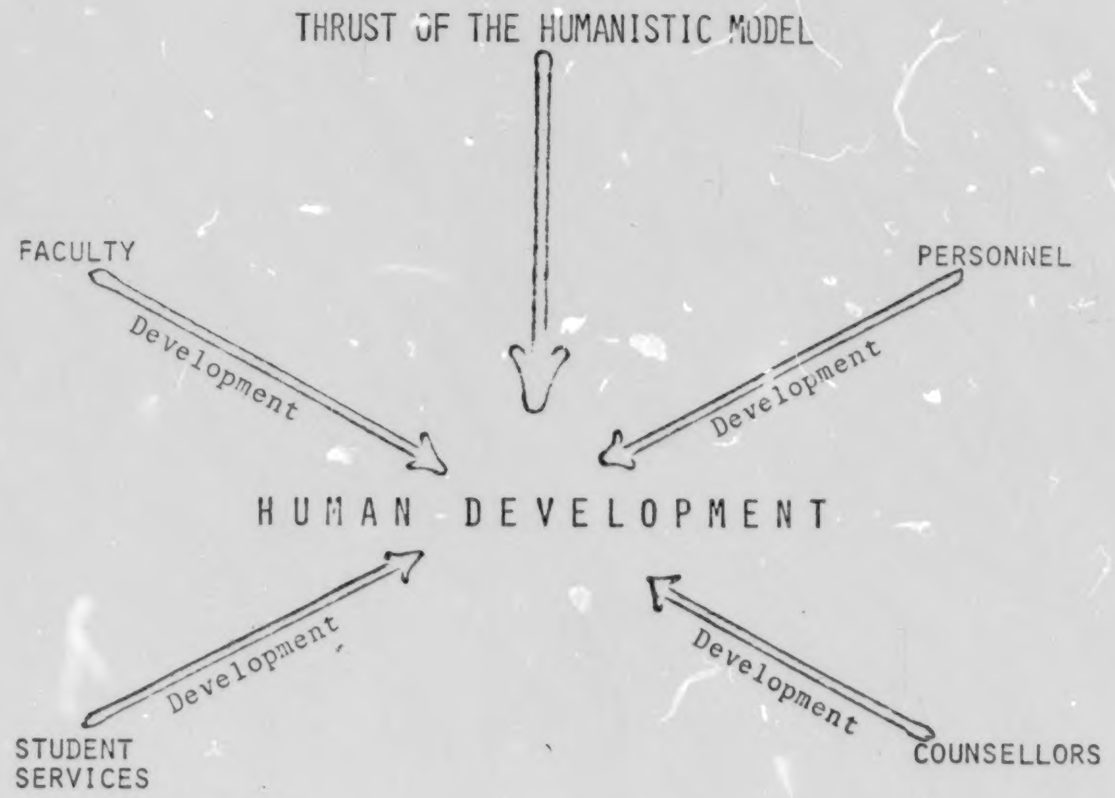


FIGURE 2

THE HUMANISTIC MODEL



Eileen Kuhns
American Association of
Community and Junior Colleges
Washington, D.C.

S. V. Martorana
Center for the Study
of Higher Education
Pennsylvania State University
University Park, Pennsylvania

OF TIME AND MODULES: THE ORGANIZATION OF INSTRUCTION

This paper has been developed jointly with a colleague whom many of you know, Dr. S.V. Martorana. It is presented here today with the approval of the co-author. Some of these concepts are further elaborated in the authors' current work on the nature of change in higher education.

INTRODUCTION

Instruction is one of three traditional missions of the college or university, the other two being research and public service. Instruction, broadly defined, includes transmission of knowledge, counseling and socialization, and culminates in credit and degree-granting. The institutional setting and these several missions are united by 'cultural cohesions' which have gained strength through time. Until very recently it was unthinkable that these missions could be separated one from the other and then sub-divided further to be performed by separate and distinct social structures, none of which might be the college or university as we have known it.

Yet the dissolving of these cultural cohesions, at least in some developments, is beyond the initial thought stages as educational life experiences are substituted for instruction, a voucher system is proposed for counseling services, required general education courses are disappearing, and external degree programs are flourishing. A student may now qualify for an associate or baccalaureate degree with no instruction, counseling, or socialization procedures. The credit and degree granting becomes a paper transaction. This statement is meant to be factual, not critical, for the

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This paper was presented by Eileen Kuhns at the International Institute on the Community College in Sarnia, Ontario on June 13, 1973. Copyright Eileen Kuhns and S.V. Martorana, 1973.

evaluation standards for this external degree may be even more stringent than those facing students on the traditional college campus.

In some instances the other two principal missions of the college or university--research and public service--are also being suggested for relocation to specialized institutes, centers or agencies which are non-university based. Research is splintering off to 'Route 66' corporations. Public service is at least shared with groups organized around community action, cable and broadcast television, and consumer protection.

THE ORGANIZATION OF INSTRUCTION

The concept "organization of instruction" received scant attention until the emergence of viable alternatives for the traditional pattern of concurrent courses. The research of J.B. Lon Hefferlin at Berkeley laid the groundwork for the recognition of such alternatives. The characteristics and implications of four such patterns, including instruction organized according to 1) concurrent courses, 2) time modules, 3) academic modules, and 4) competency will be considered in this paper.

Concurrent Courses

Characteristically students and faculty convene for classes meeting three or four fifty-minute hours per week for fifteen or sixteen week terms. During the semester the students do a continual balancing act trying to meet all of their academic obligations. Some are more successful than others. At the end of the term, the scene may resemble that described recently in a letter to his family written by a college senior: "Everyone here at ____________ is absorbed in worrying about how to buckle down and finish a semester's work in ten days."

According to Hefferlin, concurrent course instruction is associated with segmentalism, lack of commitment, cool restraint, impersonalism--all appropriate for an impersonal anonymous bureaucratic society.* Emphasis is on input; results are important but attendance even more so. In few courses may a student earn a passing grade if he has never attended class, regardless of any examination results.

Time Modules

The modular calendar plan is a simple arrangement: students may take one, two or four courses simultaneously. One course taken alone (sometimes called an intensive course) is a full load for either student or faculty member. Just as the student taking five concurrent courses meets his combined classes about fifteen fifty-minute hours per week, so does the student taking just one course full-time. Students and instructor meet about two to four hours per day, four or five days a week. Even though there may be thirty students in the class, such togetherness means that almost from the beginning the instructor knows every member of the class as a person. He knows who is or is not making progress, in which areas, and most of the time, for what reasons. For the unprepared student there is no place to hide. No doubt this accounts for some of the higher grades which characterize the organization of instruction according to time modules.

The college term or year then, may be divided into modules or units of varying length, and put back together to form a unique calendar for each student. For up to about one thousand students the scheduling process may be accomplished manually; beyond this number a computer is necessary.

Following is a typical yearly calendar for a freshman student. John takes only Psych 101 for the first three weeks, then Psych 102 for the second three weeks. Thus he completes the traditional 'year' of Introductory Psychology in six weeks. This illustrates the rough equivalence of one semester credit hour for one week of academic work.

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*J.B. Lon Hefferlin, "Intensive Courses: An Old Idea Whose Time for Testing Has Come." Journal of Research and Development in Education, Autumn, 1972, p.91

The next six weeks he takes biology and Spanish concurrently, finishing a total of seven more credits before Christmas. After the holidays he begins an academic internship in a distant childcare center, thus benefitting from his prerequisite work in psychology and also earning six more credit hours. This six week period happens to coincide with the middle portion of the 4-1-4 calendar, but such an off-campus experience could have been arranged at any time during the year that he was not registered for a concurrent course on campus.

By this time it is late February. John again wishes to pick up his biology and Spanish, but in a twelve week time block along with two remaining courses, English composition and creative writing. Thus for the spring term under the modular calendar he is registered in four concurrent courses.

In summary, by June he has completed six hours of Spanish, eight hours of biology, twelve hours of psychology including the internship, and six hours of English, for a total of thirty-two credit hours over thirty weeks. He has sampled three week, six week and twelve week courses, and has had both on-campus and off-campus experiences. The latter would not have been possible until his sophomore year had he not been able to complete a year of the prerequisite Introductory Psychology during the fall term. The internship would have been impossible had he had commitments in the nature of concurrent courses back on campus during the internship period.

Although the modular calendar permits the option of taking one or several courses concurrently, there is still the underlying assumption that all the students in a class need about the same amount of class time, and presumably the same instruction for that course. The individual differences in the students' background and motivation receive more attention than in the usual concurrent course arrangement, but not too much more. The instructor still talks about 'covering the material' for typically this is still a discipline-centered course.

Each student is still responsible for the full number of class hours traditionally required for a given subject. Flexibility comes from the option of being able to arrange these courses of varying lengths according to the student's own preferences. In practice, absenteeism is seldom a problem in the intensive course; missing one day's work is tantamount to missing a week of work under the concurrent course routine.

Academic Modules

When instruction is organized according to academic modules the time dimension becomes relatively unimportant. The module is usually a subdivision of a course, equal to not more than one credit hour. Each academic module has its own set of learning objectives, alternative means of their achievement, and procedures for evaluating whether they have indeed been achieved. The time span for the achievement of such objectives may be very short for some students, much longer for others.

The instructor may be directly involved in some of the instruction, but more often acts as one of several learning resources and as a knowledgeable guide to other resources. The opportunity for faculty-student communication in an easily accessible time and place is important, but is only an intermittent necessity. In one college, instruction organized according to academic modules is called OWLS--open workshop learning system. Instructors utilizing the open workshop learning system keep regular business office hours during which time they are available for individual or group meetings with students, for preparation of course materials, for student evaluations, and other professional tasks. Students come and go as they deem necessary in order to complete the specified learning objectives. All preparations for both students and instructors take place during their day time 'office hours', leaving both evenings and weekends free, which is an unaccustomed luxury. Peer group teaching is one adaptation of the open workshop learning system, with those who master a particular set of objectives making themselves available to assist other class members who are proceeding more slowly.

A 'bank of academic modules' with their behavioral objectives, alternative learning modes and evaluation procedures may be made available through a library-learning resources center. This arrangement is an adaptation of the 'library-college' concept.*

When instruction is arranged according to the first or second pattern (concurrent courses or time modules), the standard unit is the course. All students are expected to complete the same assignments, in basically the same manner, and in the same time frame. In this third type of instructional pattern, the standard unit may still be the course but probably will be the subset of the course, i.e., a limited group of objectives, their learning modes and evaluation procedures. The result is much greater flexibility. If a given three credit hour course has approximately fifteen sets of objectives of which only ten sets are required and the other five elective, each student may choose the elective five without regard to those chosen by other students. Of course, under such an arrangement each module must be prepared by the instructor or someone else prior to the beginning of the course.

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* Louis Shores, "Public Library U.S.A.: an essay in comparative librarianship," in Libraries For the People; International Studies in Librarianship, ed. by Robert F. Vollans (London: The Library Association, 1968), p. 255.

Given a bank of academic modules, planning an interdisciplinary course is a simple matter. Students may also draw specific modules from the bank for developmental or remediation purposes -- before, during, or after registering for a particular course.

Instruction organized according to academic modules may provide the conceptual framework needed before the promise of educational technology can become a reality. While some excellent college level materials are being developed, it is the rare college course into which these "software" units fit comfortably. As a result, it is often a matter of utilizing the entire software series, i.e., a course length series, or none of them. If instruction were organized in terms of smaller discrete units or academic modules, and if this were also the case with commercially or locally produced software, a wealth of resources would be available in short order, simply because each module could be used in multiple courses and for multiple purposes. Producers and consumers, i.e., the faculty, need to cooperate in the delineation of academic modules prior to the production of related software.

Competency

When instruction is organized with an emphasis on competency, neither prescribed amounts of class time nor the achievement of specific learning objectives are necessarily germane considerations. The question is not how competency occurs, but whether and to what extent.

An example from real life will illustrate what instruction organized with a view toward competency is not. Sam is attending a four year college. With the assistance of an advisor he planned a program which he expected would result in a degree this June. As a result of some past program changes, Sam has now completed 179 credit hours toward this degree--far more than the total required. When Sam went in to see his advisor in the middle of the year this man was not in, so Sam talked to the department chairman. After a quick review of his file the department chairman told Sam that - sorry - he would still have to complete 25 additional hours of upper division work in order to earn the baccalaureate degree. These 25 hours could be in anything listed in the catalog - the department chairman suggested upper division P.E. courses - but take the 25 hours Sam must, if he expected to receive that degree. This is not instruction organized for the achievement of competence. When instruction is organized according to competence, a prior assessment to determine competence already achieved - not credit hours earned - will always precede any instruction.

For decades, industry has used task analysis to delineate specific areas of competence. Working backward, the next step often involves the development of an on-the-job training program or a curriculum which will result in that competence.

The organization of instruction for competence is the antithesis of credentialing as a basis for employment, especially when the credentialing has little or no relation to the vocational skills needed. Eric Ashby makes this observation:

> It is, of course, the employers who must be reformed first. They are doing a great disservice to higher education by using degrees and diplomas, which are quite irrelevant for the jobs they are filling, as filters for selecting candidates. As more and more young people go to college so employers raise the educational standards they require, yet there is a good deal of evidence that although credentials of this sort are essential for getting a job, they have little to do with

how well an individual performs a job.* Ashby also observes that the educated person needs skills for dealing with ideas, with things, and with people, though not all educated persons need equal amounts of all three skills. The organization of instruction in developing and measuring competence in dealing with 'things', is progressing slowly, but is still rather primitive in dealing with ideas or with people.

IMPLICATIONS OF THE PATTERNS OF INSTRUCTIONAL ORGANIZATION

These four patterns - concurrent courses, time modules, academic modules, and competence evaluation - are not mutually exclusive, but nevertheless have sufficient cultural cohesions to be recognizable as distinct types of instructional organization. More than one pattern may exist in the same institution. In the middle 70's the concurrent course pattern is still predominant. However, the value structures in higher education have shifted sufficiently to permit extensive exploration with the second pattern, that of time modules. First indications of this trend were the widespread adoptions of the 4-1-4 plan. Those in a position of national leadership in this movement soon recognized the value of having the intensive course experience - the '1' in the 4-1-4 - available throughout the academic year. The modular calendar plan also provides the option of two courses at a time for students or faculty preferring this instructional mode, rather than the limited choice of either one course or the usual four courses possible under 4-1-4. The title of the 4-1-4 Conference was changed to the Association for Innovation during its annual meeting in the spring of 1973.

The organization of instruction is closely related to the organization of knowledge. At present the latter is overwhelmingly disciplinary. With some exceptions, interdisciplinary programs are simply collections of discipline courses that truly mix no better than oil and water. Yet there is a strong yearning for education that transcends disciplinary bounds, an uncomfortable feeling that in the real world the student will have to make decisions which demand the continuous functional integration of knowledge from several disciplines.

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* Eric Ashby, "The Structure of Higher Education: A World View," AGB Reports Vol. 15, No. 8, May-June 1973, p.22.

Paradoxically, the analysis of academic courses into their constituent elements may offer the possibility of an educational synthesis which is more holistic for the individual student than the current discipline - based organization of knowledge. The cultural cohesions which unite the organization of knowledge and the organization of instruction preclude a major change in one without a related change in the other. The analysis of academic time blocks (semesters or quarters), probably paved the way for the analysis of disciplinary courses into their constituent elements. The end result may permit the trans-disciplinary organization of education, a synthesis which is at once composed of many discrete elements, from a variety of disciplines, and yet holistic in that with academic modules it can be tailor-made for each participating student.

For many years educational technology has been waiting in the wings of academe, having much to offer, but finding only walk-on parts in the script. A major reason for this lack of articulation has been that educational technology is usually seen as a competitor. In part this happens because the discipline-oriented courses are rigidly synthesized; the department must decide whether to use the complete course on video tape, or the complete course presented by Professor X. When the course is analyzed into its constituent elements, each module having its learning objectives and alternative means toward their achievement, some of those means will directly involve the instructor while some will utilize other media. When alternative media are available, this frees the instructor for more interaction. However, the organization of instruction into academic modules, with its possibilities for greatly expanding the options of students and faculty, can only occur when both the instructors and the media resource groups have agreed on the concept and delineation of discrete academic modules, subject by subject.

Any society has finite resources to devote to the production of all goods and services. According to the allocation pattern politically agreed upon, education gets a certain share of this pie, for which it is expected to produce both individual and social benefits. In the past, much of education has been labor-intensive, in part to serve the mission of instruction, but also to serve the missions of socialization and counseling. It is possible that educational benefits could be multiplied - enabling the institutions to serve more students at the same level or the same number of students at a higher level - through the use of labor-extending academic modules available through simple as well as complex educational technology. Although the number of first-time full-time freshmen may decrease, the work of the Commission on Non-Traditional Study and the Carnegie Commission serves to identify the vast numbers of 'new students' who may become consumers of academic products. For various reasons these new students may be unwilling or unable to register for a full-time concurrent course schedule, but would find instruction organized according to time modules or academic modules compatible with their life styles and educational backgrounds.

Many of these 'new students' bring with them a lifetime of academic failure. Customarily instruction for them as well as for those who succeeded was organized according to concurrent courses, with standardized procedures and expectations for all students, regardless of their background or motivation.

More of the same for these students who have seldom known success characteristically reinforces the failure syndrome.

The learning objectives which are intrinsic to academic modules emphasize success rather than failure. The student's 'cup' is half-full rather than half-empty, and time is on his side rather than against him. Yet society cannot afford infinite resources for these students, whose remediation may take months or years before they are ready for quality college-level work. Especially in the case of this type of 'new student' the labor-intensive interaction needed in counseling and socialization functions is vital, leaving decreased, not increased amounts of time available for the instructional process itself. Here labor-extending academic modules, with alternative media resources for the achievement of objectives may be the only hope for breaking the vicious cycle of failure for the individual student without breaking the bank of society or depriving other students of their right to educational benefits.

Instruction is seldom organized for the development of specific competencies because criterion measures are seldom available by which to judge competence except in rather narrow vocational fields. Competence tends to be undefined in the affective domain, as well as in the higher levels of the cognitive domain. It is much easier to substitute credentialing than to define competence and its evaluative criteria. The irrelevance of credentialing as a barrier to vocational opportunity has not increased the respect of students for the educational establishment.

Competence for living is on everyone's mind, but its definition seldom goes beyond the glowing statements in the college catalogue. The development of competence for living a satisfying and productive life is one function of the socialization process, which many educators still believe to be an important mission of the college or university.

Living competently involves both individual and social benefits. In fact, the crimes of the streets as well as those of Watergate, the incidence of mental illness and marital unhappiness, the pollution of the environment and the tragedy of the Vietnam war might be cited as illustrations of incompetent living. Instruction *could* be organized for the achievement of competence in living, and some day it may be. Expressing their regret over the Watergate scandal, in April 1973, the AAUP adopted a resolution including the following statement:

> We dedicate ourselves to trying harder to steer *this* generation of students away from a life of crime and toward an enhanced respect for the Constitution, justice, and ethics.*

Two related but separate concepts - those of individualism and options - have a role to play in the changing organization of instruction. Individualism is a bulwark of our national heritage. Yet our traditional organization of instruction gives only lip service to this principle. Instruction and the time for completion of a given course customarily are the same for all students regardless of their ability, background or motivation.

The increasing use of the words 'open' and 'options' in higher education is but a mirror image of their increasing prominence in the value structure of the larger American society. Open access, open admissions, open education, open university, open marriage are familiar terms. In each case there is accent on the worth of the individual, on the opportunity for personal growth which is a cornerstone of our value system. Although personal growth at first glance seems to connote individual benefit, the potential for social benefit makes it the business of the community and nation beyond the individual.

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*American Association of University Professors, "Resolutions Adopted by the Fifty-Ninth Meeting," April 28, 1973, p. 6

Individualized instruction which is labor-intensive imposes an impossible economic burden on most educational institutions. However, the modular approach to time and particularly to subject matter provides the student with an opportunity for an education which he may custom-design to satisfy his own needs and interests. The cost of such an individualized education can be moderate because the same academic modules can be put together in other arrangements to serve the unique needs of other students. In other words, the modularization of instruction, while initially labor-intensive, soon becomes labor-extending. This leaves more faculty time for interaction with students, which may take the form of individualized instruction, but could include counseling and socialization as well.

Real rather than token changes in the organization of instruction will be heavily dependent on faculty involvement in the planning and implementation of any new patterns.

As a general rule, changes in values must precede changes in behaviour. For example, faculty role differentiation may become necessary if the instructional shift is toward academic modules. Fewer faculty will be needed to present data, and more will be needed to serve as learning resource coordinators or as producers of software for the academic modules. The viability of these role changes will be directly related to faculty acceptance of the new patterns, i.e., to the value the faculty accord the new organization of instruction. Involvement in the world beyond the college, for example the initiation of collective bargaining, may influence the acceptance or rejection of a particular type of instructional organization.

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SUMMARY

Throughout most of our colleges and universities, instruction is organized according to concurrent courses. By and large, faculty members present data - they 'profess' - although discussions and laboratories may be interspersed among the lectures. All students are expected to begin and finish a given course at the same time in spite of lip service to the individual differences known to exist among students. As long as the college's student population is relatively homogeneous, the intellectual quality of those admitted is a good predictor of this quality among the graduates. In that setting the faculty has less reason to consider individual differences as they conduct their classes.

But times and student populations are changing. For different reasons, open admissions and the ubiquitous financial crisis are demanding that attention be directed to individual differences and preferences. As one result, possible changes in the organization of instruction are being considered, albeit rather gingerly.

The first major change in the organization of instruction may focus on time modules. Under such a modular calendar arrangement, students have the option of taking one course at a time for three weeks, two courses at a time for six weeks, or four courses at a time for twelve weeks. In either case, the aggregate amount of class time is precisely the same as that required for a course meeting three times a week throughout the semester. Each student may arrange a unique calendar for himself, fitting together three, six, and twelve week blocks to suit his own requirements and preferences.

The third type of instructional organization is just beginning to appear. The college stressing the systems approach to learning provides a natural setting for this instructional pattern. Instruction organized according to academic modules no longer focuses on the time dimension. Instead, the course is analyzed into modules of one credit hour or less in scope. Each unit has its own set of learning objectives, alternative paths toward their achievement, and evaluation procedures to determine the extent of this achievement. This bank of academic modules may be available in a regular classroom setting, in an open workshop, or in a library learning resources center. The instructor, one of his colleagues, or a commercial firm may prepare the academic modules. For the most part the instructor functions as a learning resources coordinator. Students have the option of fitting together academic modules within or among disciplines, depending in part on possible credit arrangements at a given college. Academic modules may be used for in-depth work within a particular discipline, for structuring transdisciplinary courses, for remediation, or for fulfilling prerequisites.

Instruction may also be organized for the purpose of developing specific competencies in either vocational or non-vocational areas. With the exception of a few vocational applications, both definition of competence and criterion measures are in the early stages of development. Credentialing is often used as an inadequate substitute for the evaluation of occupational competence.

The title of the Carnegie Commission book, Less Time, More Options, illustrates a growing concern for options in education. A bank of academic modules provides educational options by allowing the student to put together a program which is responsive to his unique interests, preparation and motivation. The synthesis of discrete modules provides a holistic education which may be taken full-time, part-time, continuously or intermittently. The concept of the academic module may open the door to the potential of educational technology.

The necessity of staff development and the possibility of differential staff roles are concomitants of changes in the organization of instruction. The resources available for education are finite. Increasing costs and decreasing enrollments suggest the necessity of careful cost-benefit analysis regardless of the way in which instruction is organized.

Finally, instructional organization may be profoundly altered if there is further dissolution of the cultural cohesions which have united on the campus the missions of instruction, research and public service. Transmission of knowledge, counseling, socialization and credentialing, all part of the broadly defined mission of instruction - as well as research and public service - are already perceived as separately viable functions. This trend may not accelerate rapidly, but there is little evidence of its reversal. In reference to the college, it may be 'later than we think'. To paraphrase another author, the future belongs to those who are prepared to walk into it.

JOHN A. CENTRA
EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY

MEASURING STUDENT PERCEPTION OF THE INSTRUCTIONAL PROCESS

There are two types of instruments used to measure student perception of the instructional process. One is designed for use by individual teachers in their courses to assess classroom teaching or the course itself. This results in what most of us know of as student ratings. The second type of instrument is intended for use by institutions to assess the climate or the environment. Since I will focus on the instructional climate, I will discuss these aspects of the latter type of instrument that looks at instruction.

Before beginning I should discuss two words in the title that are particularly critical - the first word 'measuring' and the last word 'process'. When we say measuring we are implying that we will be using some kind of score, and in measurement terms, if this score is to make sense it needs to be 'reliable' and 'valid'. I will try to introduce those two terms without getting too technical and talk about what we know about those aspects of the instruments. The second word 'process' is particularly critical because these instruments measure the process of education, the process of instruction, and not outcomes as measured for example, by competency achievement tests. This is not to say that in measuring the process you cannot ask students about their subjective view of the extent to which certain outcomes have been obtained in a course or at a particular college, but the point is that we are not looking at objective outcomes; we are looking primarily at the process of education.

Let me start then with so called student ratings instruments. As you may know, student ratings are not particularly new to colleges and universities. They have been around for 40 or 50 years at some places, and in fact there is an extensive body of research on what is known about them. People like Guthrie at the University of Washington and Remmers at Purdue were doing studies back in the 1930's and 1940's. This does not mean however that all the questions have been answered by any means, but let me discuss what the research findings have indicated about student ratings of instruction.

One of the things we know about student ratings is that they are fairly reliable. By that we mean if we split the average class in half and compare one half of the students on a random basis with the other half, there will be a fairly high correlation between what they both say about the instructor. When George gets his evaluations of this conference from you, I assume that if he randomly divided them into two and did this x number of times and did a correlation of the average scores for the two halves, it should show that the random halves of the people at this conference would tend to have similar ratings.

This does not mean that everybody in a classroom agrees about what the teacher is doing. And that is why any use of student ratings of instruction should probably go beyond simply looking at classroom mean scores on the items. You need, obviously, to look at the percentage of students who have different types of reactions. Ideally, you might look at the extremes - people who have very positive views and people who have very negative views - and find out something about them. Maybe those who have very negative views are particularly slow learners or have some characteristics of which the teacher ought to be aware. The teacher might in fact want to alter his instruction toward this group. But the mean scores are also important and I don't want to de-emphasize them. The point is, though, that we probably need to go beyond these average student ratings.

Let me go on to what we mean by the validity of student ratings. We are now asking "what do the ratings mean?" Do they really have any important educational implications? And by that most teachers and students are asking "are they related to how much students learn in the course?" Do teachers who are rated high, teach better? Do students learn more from teachers who are rated high? That is one aspect of what we might call validity and there have been a number of studies that have looked at this question. In fact, a study on this topic was reported in Science about a month ago. What most of these studies show, most of the better ones that is, is that there is indeed a relationship between what students learn and how teachers are rated. In some cases the studies have shown that the relationship is not particularly strong but it is at least positive. If that in itself was not the case, I think we would have a good deal more reason to doubt the use of the instruments, but while there still needs to be a little more work done in this area, I think we have enough evidence to have some confidence in their use as a valid measure of instruction.

What about some of the other studies that we might classify under validity? A number of people have said that students do not see things the way other significant groups do, like a teacher's colleagues, or the administration, or the chairman of the department, or alumni. Studies show that when you compare student ratings of teachers of a course with how a faculty colleague has rated that teacher or how administrators have rated the teacher, the relationship is fairly strong - in the .60 - .70 range. This means that both students and faculty

CENTRA...cont'd

colleagues are indeed seeing something fairly similar. They tend to rate the same teachers good or bad.

Regarding alumni-student comparisons, I recently did a study of alumni who had been out of college 5 years. Alumni were asked to identify the teachers who were the best and worst in their department and also in the college as a whole. When these ratings were compared to current students' ratings the correlations were very high - 70 - 80. If you look at the extremes of the distributions, the very good teachers and the very poor teachers seem to be singled out by both alumni and students.

There was something rather interesting to note about these findings. Some teachers were rated both high and low by alumnis and by students. That indicates another important point - that there are indeed teachers who relate better to certain types of students. Their style of teaching or whatever it may be, is appreciated by a certain type of student, and that teacher will be seen as one of the best by those students, while by another type of student he is rated at the bottom. On the whole, though, these teachers were rated similarly by students and alumni. So the notion that many teachers are seen differently 5 years later is not found here.

Another study I've done recently is a comparison of teacher's self-ratings with student ratings. Obviously if there was a high relationship between how teachers saw themselves and how their students saw them, there would be little need for student ratings since such ratings would be giving little new information. However, findings show that there is generally quite a gap between student and teacher self-ratings. I don't think that is particularly surprising. I did various other kinds of manipulations with the data and found that the way faculty members rate themselves, if you line them up from high to low, and the way students might rate them does not seem to show a very strong relationship. So it seems to me that faculty members are not seeing themselves as their students see them. They are indeed getting some information that is pretty new.

I might add that there have been no studies that I know of that have looked at colleague ratings of the teacher based on actual classroom visits. Most studies of these ratings are based on what colleagues thought they knew about the teacher. During the past year I found a college that was in its first year, and they had set up some pretty stringent procedures for faculty evaluation, one of which was that each teacher would be visited by at least 3 of his colleagues on at least two occasions and each colleague would rate the teacher. These ratings would then be used in the evaluation of teaching along with student ratings and other things. Well, this seemed like an ideal situation: A college in its first year where faculty members really didn't know each other - didn't have a grapevine to rely on. This college agreed to let me collect the rating information (keeping it confidential), and do a study that would look at the faculty colleague ratings and student ratings (using the "Student Instructional Report" that I had developed at ETS over the last couple of years).

One of the things I found is that a colleague who visits a class twice will see things somewhat consistently both times, but there is not much agreement between his ratings and colleague B who is also rating the same person. In other words, colleagues are indeed seeing things differently and I think perhaps three ratings by three of his colleagues are not enough to come up with what we would call a reliable rating. So I am less than confident that colleague ratings can be used to evaluate teaching performance - at least based on the evidence I have collected.

What else have we learned about student rating instruments over these last several decades? As you know, the instruments can include information about the course, or information about instruction or teaching procedures. Some even include information about teacher characteristics, such as the teacher's personality. This last category tends to be the least emphasized and probably for good reason. You can not do much to change personality but hopefully you can change instruction or course procedures. The kinds of studies that have been conducted have looked at how the many items that are included in the forms tend to discriminate among teachers. What most of these so-called factor analysis studies tend to show is that the forms discriminate among teachers on such characteristics or dimensions as how well organized the teacher has been in teaching the course. To what extent, for example, objectives were set, objectives were taught toward, objectives were met, how well planned the course seemed to be, and so on. Another dimension seems to be the interaction that goes on between the student and the teacher. How available is the teacher, how open the teacher seems to be to student views, etc. These first two dimensions seemed to be also related to how much students learn in the course. Course difficulty is another dimension that seems to discriminate among courses or teachers. A fourth dimension centers on the types of exams and assignments given. A fifth one - student effort in the course - seems to stand out by itself. This last one is an important one and is therefore important to include as an item on any rating form that asks students how much effort they have put into the course, to what extent their interest in the subject has been increased, and similar questions. The reason for this is that not only do such items stand out by themselves but they point out to students that what they learn in the course is not only determined by what the teacher does, but obviously how much they put into it as well.

One of the things that comes out of identifying these various factors or dimensions is that if you want to, you could come up with a shorter form that uses items from each of the several dimensions. An important issue in relation to these instruments is the notion of student fatigue in filling out these forms. A college that uses them extensively will find that after a student fills one out in three or four classes, he begins to get a little bored with them, and instructors eventually begin to resent some of the time used. Forms typically run 30, 40 or 50 items and sometimes more. Based on the various analyses done, one could come up with a form with 10 or 12 items that would seem to cover several of the important areas. If the college or a teacher wanted to use a long form to get a lot of information in one course, a short form could be used thereafter in other courses, thereby hopefully reducing student fatigue or boredom.

All of this leads to a very critical question and one that many people have asked about student ratings over the years. Do they really make any difference in what a teacher does? Do student ratings really change or improve instruction? That was a question that I was particularly interested in a short while ago and I recently completed a study of the topic. I was able to identify 5 colleges who were willing to participate in an experimental study where I divided the faculty (I did not tell them exactly what the study was about) into experimental and control groups. The experimental group used a student rating instrument half-way through a term and immediately received their results along with an interpretation of the results. The control group used the same form but did not immediately receive a set of the results. If ratings made any difference you would expect that the experimental group would make changes in what they did during the next half-semester. It is not often that we have a chance to do an experimental study in my line of work so I was really excited about doing this. One of the hypothesis I had was that teachers would change their teaching to the extent that their own self-ratings were different from their students' ratings, so I had collected self-ratings from each teacher as well.

One of the major findings was that after the half-semester, no matter how I compared my experimental and control groups at the 5 colleges by rank, by field that the teacher was in (humanities, social science), by number of years that they had been teaching - there were no differences. This would seem to indicate that either the ratings made no difference or that not enough time had passed for the ratings to have an effect. But then I looked at my 'ace in the hole' - the extent to which teachers who had rated themselves "unrealistically high" might have changed and, lo and behold, that was the one group, not a very big one, that in a half-semester had changed. Apparently they were just so far off-base in their self-ratings that when they saw how students rated them, they did indeed make some changes. Theoretically this could be explained,for those of you who are psychologists, by self-consistency theory, or by equilibrium theory. It is the ~~kind of~~ study that I would have loved to have done for my dissertation (where nothing came out as I predicted). But in this case I was quite content. Nevertheless it still was not a very large group that had changed or improved but this might be explained by the very short time interval - half a semester isn't very much time for changes to occur.

I continued the study another semester at one of the colleges where I had a brand new control group set aside. I wanted to see if additional time made any changes in what teachers did and I did indeed find that the experimental group seemed to change much more with that additional time. I might add though that the experimental group was getting some interpretation of their ratings - that is, they were getting some comparison data based on other teachers who had used that form the year before. So they could look at their ratings and compare themselves to other teachers. That is important because, as some of you know who have used these instruments, they tend to be skewed very positively. With a 5 point scale, 60-65% of the students will rate most teachers above the mean - so teachers are liable to conclude that they are much stronger than they may indeed be. The comparison data should help them look at themselves a little more "objectively."

What should this comparison data be? My feeling is there should be a variety available. Maybe a teacher would like to compare himself or herself to other teachers at their own institution, or maybe they would like to compare themselves to other teachers in their discipline chosen from a national sample. I know that a lot of places cannot provide this kind of information and one of the things that we are doing with our ETS Student Instructional Report form is to give instructors those options. For example, we have pulled together two year college norms from a dozen or so community colleges that have used the form and have separated them into the several disciplines.

I am obviously emphasizing the importance of providing some kind of help to the instructor in interpreting his student ratings. There are other avenues that we might follow to provide assistance. Ken Ebel, who has been head of the AAUP Project to Improve College Teaching during the past couple of years, has suggested that maybe what we need are teacher-counsellors at each institution, a person to whom teachers could go with their "bad" ratings and say, "What can I do now?" Hopefully this person would not be tied in with tenure-promotion type administrative decisions.

Another thought I have had is that rather than just give a set of ratings back to a teacher, we ought to also at least make available to him or her a list of references in order to learn more about their weaknesses in a particular area. That sounds fairly simple, but as far as I know it is not done. For example, supposing the instructor finds that he scored low in making his objectives clear and in teaching toward the objectives and in meeting these objectives. Those are three items on the form we have developed at ETS. In fact if an instructor is low in one of those, we have found they tend to be low in all three. What can teachers do about it? Maybe they can come to this workshop and learn how to define objectives and teach toward them. But even that may not always be possible. There are however, any number of good books on this topic and at least we ought to make these available to individual teachers. Likewise one could do the same to improve exams if that is the particular weakness, by referring the teacher to references dealing with teacher-made tests.

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Another notion I am toying with is using the computer to help interpret student ratings to a teacher. One of the things we can program a computer to do - is to take these numbers produced by a student rating form and actually turn out paragraphs for the instructor. We can then interpret the ratings in such a way that the verbal reports tell the teacher how they differed from other teachers at their institution or how they differed from their self-ratings, - in other words make all the statistical judgements that often people do not make themselves.

I have talked briefly about the use of student ratings for improving instruction and what we seem to find is that the ratings, even when they are seen only by the individual teacher, produce some changes in instruction. Now we all know that there are a couple of other uses of student ratings. Increasingly, it seems, colleges are using them in tenure-promotion procedures. I was surprised to see that in the 1969 survey done by the Carnegie Commission of Higher Education, in which 60,000 professors of all ranks were surveyed, about 57% of the faculty at 4-year colleges and universities thought that the ratings ought to be used as one of the inputs into administrative decisions. And 60% of the faculty members at 2-year colleges agreed that they should be used in this way. Frankly, I thought that this would be a smaller number. Student ratings are apparently being used more in this way than they had been 10 years ago. I think the consensus is, though, that if they are used, they should be used in conjunction with certain administrative restrictions; that is, make sure that everyone is using them at the same time, and that they are being collected, not by the instructor, but by a third party. You need to make sure of those kinds of things. The other thing that you need to do is make sure that you look not only at the first set of ratings that a teacher produces, but at some pattern over time. At least give the teacher a chance to have used them one term before employing them for faculty evaluation.

There are other uses of student ratings as you may be aware. They are used by students in student publications - guides, critiques, whatever they are called. My only comment here would be that there is a wide range of quality in these publications, with some fairly good ones, and then some that have been put together very poorly. One of the better ones I've seen gives the instructor a chance to see what the ratings are and to react to them. He may also include his own course objectives as part of the guide or critique.

I would like to move on now to another use of student ratings which will then lead into my second type of instrument. You can use the ratings, it seems to me, to look at how good instruction seems to be within a department or for the college as a whole. This would require averaging all the instructors in a department or averaging all the ratings of teachers at a college and then making some comparisons to other departments, or to other colleges. That is not easy to do. But it can be done when the comparison data are available.

Since it is not often available, this leads me to the second type of instrument - one in which students react to the climate, particularly the instructional climate of the total institution. Some of you probably are familiar with CUES, otherwise known as the College and University Environment Scales. As you may know, CUES, and CCI, (College Characteristic Index), were probably the first generation of college environment measures. They date back to the mid 1950's or so when people like George Stern and Robert Pace began developing these college environment measures which relied on student perceptions of their colleges. They perceived this approach as being useful to the colleges that wanted to study themselves, and also as being useful to prospective students - students who wanted to find out more about where they ought to go to college. It turns out that this second use really has not panned out because many colleges are not willing to bare their souls. However, the instruments have been used quite extensively for the self-study purposes. CUES, has probably been used by between 400 to 500 colleges.

A second generation instrument that I might mention is one that two or three colleagues and I developed four or five years ago - is called the IFI, Institutional Functioning Inventory - and it differs from CUES in that it does not focus only on student perception but also on faculty and administrator perceptions of the climate of the institution. It includes scales that we thought would be of particular interest to institutions - things like the concern for undergraduate learning, concern for democratic governance, and the concern for meeting local needs. We had hoped that many of these items or scales would apply to both 2 and 4 year colleges. I think they do, but like CUES, IFI has more information in it for the 4-year college or university than for the 2-year college.

Maybe half the scales would be applicable to a 2-year college because scales like advancing knowledge - a research notion - would probably be of less concern to the average community college.

For this reason one or two researchers at the

Berkeley office of ETS have for the past three years been developing an environmental measure that is tuned in to the community college. It is called the Student Reactions to College (SRC) and the purpose specifically of that instrument is to get student perceptions and reactions to various aspects of their community college experience. About a third of the items deal with instruction alone. I might mention briefly that the development that went into the instrument included interviewing students, faculty and staff at about 18 or so community colleges from which a list of items that represented their concerns was developed. The initial instrument was tried out at 27 or so institutions, and whittled down to somewhere around 150 items that are good indications of student concerns. This particular instrument is new, and has some promise.

There is this last approach and the classroom student ratings approach, which are available as techniques to take a closer look at instruction at an institution. Are there any questions about some of the points I've raised?

AUDIENCE: Was there any discernment in your research in regard to elective classes versus required classes?

CENTRA: One thing I have noticed there, and I have not looked at it between those two groups alone, is that upper level classes, junior and senior, versus first and second year courses seem to be rated very differently. Upper level courses get better ratings. This could mean that more upper level courses include more electives, i.e. they speak more to a student's own interest, or that they tend to be taught by better teachers. As I think of the more general research, there are also some differences between elective and required courses as well in the same direction.

AUDIENCE: As I see it, there are two basic types of student evaluations - there is the multiple choice/forced choice type of thing and secondly there is the open-ended type of question. Would you comment on each type of question and the effectiveness of each?

CENTRA: There are more than two - you are saying forced choice and that means something different to me than I think you mean. Perhaps you mean the graphic types where you get a scale of 1 to 5 and the student is supposed to make a choice and then you compute a mean and so on. That is popular because you can do things with this type that you cannot do with the open-ended type. My own feeling is that you need both. You need to get the objective question, the graphic type, but you also need to allow students an opportunity to write their own reactions, and comments about the course. Obviously, the kinds of items that you key them in on may not meet all of their concerns. The other thing is to make sure that you allow each instructor to add his own 5, 10 or 15 items. I would say he ought to be encouraged to list his objectives very specifically and then get student ratings to each of those objectives as well as ratings of the extent to which students think they have met those objectives in the course. I think that is a good way of using that optional item section.

AUDIENCE: Should anyone apart from the instructor himself see student ratings?

CENTRA: That depends on how the institution chooses to use them. That is a red-hot faculty issue in many places. My research was directed at finding out to what extent a teacher might change if only he or she saw the results and we got some changes. Now, one reaction to that finding is that probably there would be a lot more changes if those

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same results were seen by a chairman or were made public. There would be more pressure on the teacher to change.

More studies are needed on the effects of their use - particularly the pros and cons of using them in faculty evaluation.

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M. E. Harris
Change-Learning-Research Associates
Flint, Michigan

USING GROUP DYNAMICS TO IMPROVE INSTRUCTION

Using Group Dynamics to improve instruction! The first word in the title focusses my presentation. USING is key and critical. Knowledge is of little value unless we use it. And in terms of using group dynamics to improve instruction -- I would like to do that with you today. First I would like to spend a few moments discussing the major concepts that are involved in successful group dynamic interventions in learning environments and instructional settings. (These I have outlined on Handout No. 1). Secondly, I would like to use some small aspect of group dynamics to give you an experience with it -- in a demonstration with you and then to discuss in light of the experience what has happened and potentially what you might learn. And finally to deal with general questions.

The first statement on the handout is Using Group Dynamics to improve instruction involves several complex process interventions in the learning environment. What I mean here is that we are not talking about one intervention, or one kind of change, or just one level, when we talk about using group dynamics to improve---the teacher, counselor, or administrator has to learn several different concepts and ways of doing them (the behaviours) before there is going to be much payoff in terms of improving the learning setting or instruction situation. In addition he or she will need to take some initiative to confront past norms and standards about doing things a different way. Group dynamics involves understanding the small group processes. When you use group dynamics the focus is on "HOW" something gets done or is achieved, the process of interacting required to accomplish something in the learning

HANDOUT NO. 1

USING GROUP DYNAMICS TO IMPROVE INSTRUCTION involves several complex process interventions in the learning environment.

* The integration and use of the whole person, i.e. the use of the cognitive, affective and behavioural components of both the learner(s) and the teacher in an active learning setting.

* The understanding and use of constructive feedback constantly in the instructional setting.

* The identification and allocation of resources relevant to the learning setting, including the resources of both teacher and student.

* The management of conflict and power issues as related to decision making and problem solving in the learning environment.

* In summary, meaningful use of knowledge and skills in group dynamics requires intensive training for teacher as well as the learner.

Presented by:

Marilyn E. Harris, Ph.D.
CHANGE-LEARNING-RESEARCH ASSOCIATES
5198 Woodcliffe Drive
Flint, Michigan 48504

(313) 785-9765

at:

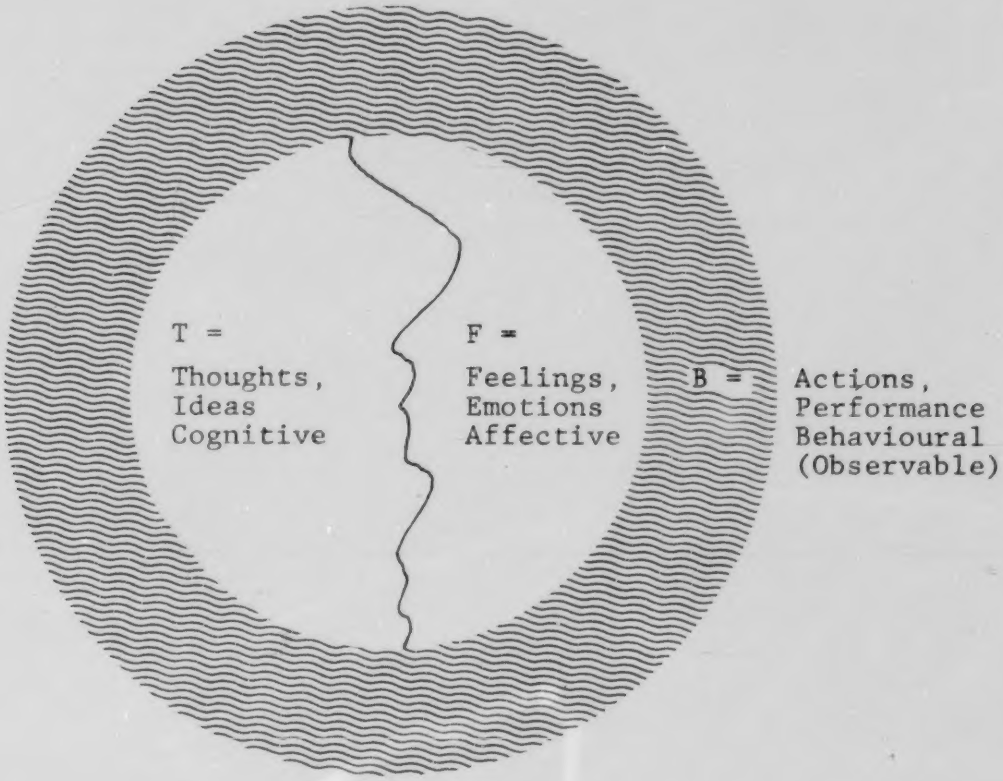
4th Annual International
Institute on the Community
College - Lambton College
Sarnia, Ontario June 11-
14, 1973

setting. These processes are going on all the time and our task is now to upgrade them through the knowledge and "know-how" skills about human interaction available from the social sciences. It is then necessary to change the format of the present instructional setting to improve, by moving to an active, involving setting, where both teacher and student are aware of the dynamics and use the data produced in interaction.

As soon as one considers an active learning setting, it is necessary to make changes in the norms and ways of doing different tasks and activities in the interactional patterns in the instructional setting.

The human interaction in group dynamics is considered in the second point on the handout. The integration and use of the whole person, that is, the use of the cognitive, affective and behavioural components of both the learner(s) and the teacher in an active learning setting is important. One way of thinking or conceptualizing the components of human interaction is through this drawing (see Figure 1). Inside the skin we have two major components, thoughts and feelings. A wavy line divides these, because we really don't know where thoughts end off sometimes and where feelings begin or vice versa. We have some idea how feelings stimulate thoughts and how thoughts stimulate feelings, but we're not at all clear about that. But this interaction goes on inside of us continuously and other people can only make 'best guesses' about what's going on inside of us from our behaviour. Remember they are only 'best guesses'. Only you know, and you don't know the whole of it. So we have three major components in human interaction: thoughts, feelings, and behaviour; of what we're trying to put together in the whole person is the integration of the thoughts, the feelings and the

FIGURE 1. Human Components of Interaction



behavioural components so that they really become a little more consonant, and there isn't a discrepancy between what you think and how you act. I'm sure you've all had the experience of hearing somebody or talking with someone and saying, "Gee, that's great, that really sounds good, but that isn't the way he behaves. He really doesn't practice what he preaches." This is what we're trying to get together, because for years in education we have put all the emphasis on the cognitive, on the thoughts, and very, very little on the affective or the discrepancies that usually exist between what you say and what you do. In fact most of the time that's downplayed - don't show your feelings, don't give any non-verbal feedback, don't show anything in your behaviour, cover it up.

We know a lot of things and we know a great deal that we are not using. I want to emphasize the knowledge-practice gap. We know a great deal that we haven't put together in a form that we can use yet. We're really struggling in the behavioural sciences to try to put information together for utilization. We've got a long way to go - but we've got a lot of things that we can do already and can use and put together.

When I talk about group dynamics, the other thing that I'm really focussing on is process and process for us is how you do something. It's not the what - it's how it gets done, which is quite different. It's not the content of the message - it's how you convey the message. Do you do it with your whole body; do you do it just with your mouth; how do you use your voice to do it - it's the how it gets done that makes a difference. This is what influences other people in how they react to you.

Let me talk a little bit about a second topic on the handout, the integration and use of the whole person,

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that is the use of the cognitive, the affective and behavioural components of both the learner and the teacher in an active learning setting. I'm talking about both the learner and the teacher; if we're going to improve instruction we've got to start with the faculty and of course the administration. It's very difficult to ask students out there to change when we continue to do the same thing and behave in the same way. So we've really got to get ourselves turned around and behave differently, in a manner more consonant with our thoughts and our feelings, the literature, the goals and things we supposedly profess and believe in. This means a lot of change often, because our behaviour may say one thing and our words say another thing. For example, we've said for years that learning must be individualized, that we've got to get instruction to the individual person. Where is that going on? We do very, very little of it. There are pockets here and there but we really don't have very many skills in relating to 30 people in the same classroom. Particularly when we can get by lecturing all the time.

One thing that I noted is probably the most critical change that I think needs to come about if we are going to improve instruction. That's the understanding and use of constructive feedback constantly in the instructional setting. I would like to encourage you not to even wait until we have all the instruments to begin to institute the use of feedback now! Feedback, contrary to common notion and myth, if you will, is not an opportunity to dump all the negative things on you that I didn't have a chance to say yesterday or the last argument we were in: rather it's an opportunity to tell you exactly how I feel and what I think you are communicating now. We often talk about communication being a circular process between the sender and receiver. The feedback goes back directly, and it has the affective as well as the cognitive or the thought component in it, so that you get feedback about both of these dimensions. We often give feedback about what we think, but we usually leave the feelings out. And that is the critical part, the attitudinal indicator that tells how much we like or dislike what's going on and how much we are receiving, accepting, going to "buy into", or go along with what the person is trying to send in the message. Immediate feedback provides an opportunity to change the way of sending the message, or to get someone else involved or to use a whole variety of other approaches to improve their communication and make it more effective.

I really want to underscore the use of feedback. The feedback loop can be a part of every situation:- it can be an interpersonal one between you and someone else; it can be in small groups; it can be in organization and in systems; and it can even go on interpsychically between you and yourself. You can give yourself feedback on how you do. Just take a look in the mirror - you often do give yourself feedback then about how you look. And you can also listen to yourself and say, 'have I said what I intended to say?' But many of us are so busy talking that we don't even know what we've said and so we can't give ourselves feedback about that. Begin to practice listening to yourself.

I encourage you to try to set up situations where students can give faculty and administration feedback. It's not nearly as threatening as you think. It's change that is always painful - the first time through you're always uncomfortable, but it has a tremendous amount of payoff. Let me invite you to do it. Set up just a couple of simple questions and ask for some direct feedback. You'll be surprised how authentic it is and how helpful it is, if you can be real with the people that you're asking.

Next is the identification and allocation of resources relevant to the learning setting, including the resources of both the teacher and the student (the fourth point on the handout). For a long time we've believed the myth that the teacher knows everything, or that somehow all the knowledge is lodged in the library; it's all in one place and we really don't have to get too concerned about what the student might bring to the learning situation. Well, as we began to assess the situation very honestly, we find that many children and youth know much more than their parents and teachers. Mass media, television and travel have made it possible for kids to have an up-to-date knowledge about a lot more things than even those of us that are specializing in one area and are on the cutting edge. Kids now have a lot more information, a lot more knowledge, a lot more resources than many adults. For the most part, adults bring experience to a situation. What you can do with that experience can be very helpful, so it's important to assess your resources to see whose got what kind of resources in the situation to reach what goals, and not play the 'I have everything' or 'the school has everything' game. You do have some control. The power to assign grades, to make schedules and a few things like that - but it may be disappearing faster than we want. So I would highly encourage you to think about the use of the individual's resources in the situation. Maybe you need some resources beyond your own in a situation to help the learning occur. Identify the objectives or the goals and then quickly figure out who has what kind of resources to reach those goals and use them appropriately. Set up, if you will, a joint learning situation - one in which you both can learn. You may not be learning about the content that may be your specialty but you may be learning about the process and how you can help students improve their learning. This is even more the case for counsellors than others. It is important for you to help your colleagues see how important it is to allocate the resources within a college or university because our resources are limited everywhere.

A fifth area deserving mention is the management of conflict and power issues that is related to decision making and problem solving in a learning environment. This is another area that has been swept under the rug for a long time. It's very easy to say that we don't have conflicts or differences; that only differences of content exist;'those are only differences in ideas, they aren't differences in goals.' This is very, very untrue. We have constant conflict. Conflict is a given. I think if we can begin to look at it as a normal state of affairs, not only in relation to subject matter and information, but in terms of human interaction as well, and look at the way we relate to each other on problems and issues and goals, we can begin to see conflict as a creative base rather than a destructive influence. I encourage you to look at this quite openly and to begin thinking about seeing conflict as something worthwhile that can be controlled and managed to become a very creative base.

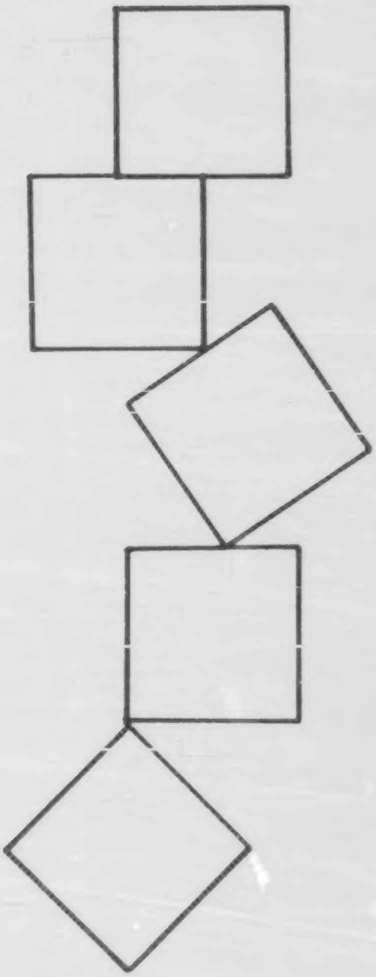
I might say a similar thing about power. Particularly in the American culture, and I think Canada isn't very different, we've always kept power under the table. We've played our games with power behind the scenes and really have just acted as if power didn't exist when in fact it's very real. We really need to begin acknowledging that when someone has the expertise to be powerful, let them be powerful, if that is going to move us toward the goal. Let us consider conflict and power as two dynamic areas in which work really needs to be done.

I do want to underscore that the meaningful use of knowledge and skills and group dynamics requires intensive training for a teacher as well as a learner. I can't emphasize that enough. The things that we have been doing over the years have become quite habit-like and are very hard to change, and it takes some time to acquire new behaviour, with practice in a non-threatening atmosphere and I do mean practice. You have to act in a new way two or three times before you begin to feel comfortable and to use the new behaviour with ease.

To summarize, what we're talking about is an action-learning model where students learn to interact in a different way, to have constructive experiences and work with each other to give each other direct feedback about their behaviour, and have the opportunity to make decisions regarding relevant issues.

It takes quite a while to unlearn and to undo and this makes change even more difficult because we often have to unlearn before we can learn or re-learn. One of the things that we're very clear about in the behavioural sciences is that much of what we do is habit; it may not be what we want to do, but formed behaviour doesn't have as much payoff as we would like. Help is needed from professionals in the area when you're thinking about extensive change. The International Association of Social Scientists will furnish a list of people in your area upon request. You need trained staff who understand behavioural science approaches, who understand personality and who understand the dynamics of change. It's not an area in which 'to play games.'

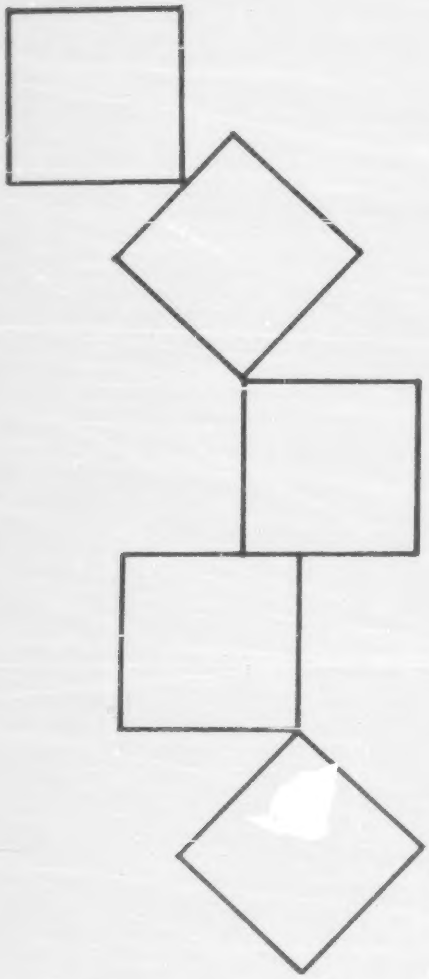
CHART I. ONE-WAY COMMUNICATION



Instructions: Study the figures above. With your back to the group, you are to instruct the members of the group how to draw them. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions allowed.

Adapted from: Handbook of Staff Development and Training: Materials Developed for Use in Africa By Donald Nylen, J. Robert Mitchell and Anthony Stout. National Training Laboratories Institute for Applied Behavioral Science, Washington, D. C. 1967.

CHART II. TWO-WAY COMMUNICATION



Instructions: Study the figures above. Facing the group, you are to instruct the members how to draw them. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. Answer all questions from participants and repeat if necessary.

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Well I've gone through the five areas very quickly - now I'd like to spend a little time with you trying to get you involved actively in an experience that we often use with groups to give people some experience of learning from group dynamics. So if you will get out one of the two white sheets that you have and at the top of it just put a Roman numeral I. This is an exercise to give you some notions about communication which we'll discuss afterwards. I would like to encourage you not to talk with your neighbour during this time and to keep your papers covered. Even though it's against my philosophy, keep your papers out of view of your neighbour so you can see what you do on this by yourself. If you find you have done this particular exercise previously, please don't announce it to anybody and just continue to carry out the task, using your past learning, if you will. We'll compare notes later on.

The first time through, I will give you the directions once. I will not repeat, I will not answer questions, and I will have my back turned to you. We'll go through it the first time. I would like you to draw a series of one inch squares - start at the right-hand side of the paper about 2/3 of the way over from the left hand side and about 2" down, then draw a 1" square parallel to the top line of the paper. The second square is right below the first square; right-hand side meets the first square in the middle of the bottom line. The third square is something like a diamond shape and its uppermost side is intersected by the right hand corner of the second square. The fourth square's bottom line is parallel to the top of the paper and the bottom of the third square intersects the top line of the fourth square. The fifth square appears to be a diamond and its top or uppermost point touches the left-hand lower corner of the fourth square.

HARRIS...cont'd

The second aspect of this exercise is to take another sheet of paper and label it with Roman numeral II and then we'll do this exercise again. This time I will face you, I will answer questions, I will try to respond to you, and I will repeat if necessary. We're drawing a series of 1" squares about 1/3 of the way in from the left on the paper; the first square is parallel to the top of the paper and about 2" down. The second square has a diamond shape with the left-hand side touching the lower right-hand corner of the first square at the midpoint. (questions from the audience). The third square is parallel to the top of the paper and touches the second square at the lowermost point. The fourth square is also parallel to the top of the paper, its upper right-hand corner comes to the middle of the lower line of the third square. The fifth square is oriented as a diamond once again and its highest vertex touches the lower right-hand corner of the fourth square. Let me go over this again. The fifth square is oriented as a diamond in space - its highest vertex touches the lower right-hand corner of the fourth square. Okay? Any other questions?

Take a minute and compare your squares with Chart I and Chart II. Just make little checkmarks where you're off.

Okay, have you had enough time to compare your squares to see how they look? Chart I might be looked upon as one-way communication since you've heard only my voice and you didn't get any visual or non-verbal clues from me, nor I from you. Chart II was two-way communication; the directionality is two-way here.

Which chart did you do better? It is important that we spend a little bit of time talking about your thoughts and feelings in reaction to this experience. In other words, to use a term that we often use, we want to "retrieve" from the experience what the learning is or what kind of learning might come from this experience as related to the directionality of communication.

AUDIENCE: Before you finished the instructions for the first square in the second drawing, I detected something that I've noticed in my classes. Someone asking a question destroys the concentration and most of the students then will need help.

HARRIS: So you're saying that the second time, when I turned around and somebody asked a question, that destroyed the concentration. What other kinds of things did you notice?

AUDIENCE: I hate to admit this, but the gentleman over here is right - you can't call a diamond a square - a square has four 90 degree angles, and a diamond has two obtuse angles, and two acute angles.

HARRIS: That's very true and I don't argue with that. I used that word quite purposely because we do this all of the time. We use words inappropriately and we use them incorrectly. I said diamond-like at one point, and at another place I said "looks like a diamond," as a way of trying to communicate. There are certain advantages in this and there are certain disadvantages and I think in terms of communication you always have to look at those risks. If you're in a mathematical context or a context where you're really looking at drawings and angles and this kind of thing, I think you'd have to be extremely careful how you use words like that. If you're simply trying to give someone a notion, then it may be helpful to them.

HARRIS...cont'd

One of the goals of this exercise was to show the differences between one-way and two-way communication, to look at what your thoughts and feelings are about those, and to see what kinds of communication you use a good deal of the time in your own communicating with people and particularly in the classroom and in the group setting. Perhaps we can gain some insight about areas of communication you could improve.

AUDIENCE: From the first experience - the one-way communication - I personally experienced quite a bit of frustration because I lost you at the second square so I said 'to hell with it' and I just quit. Now we can relate that to a real-wo[illegible] classroom setting. If you're a teacher standing out in front of a classroom and yakking away from your notes and you specify 'no questions please,'and a student loses you after the second minute - you can talk on for 45 minutes while he puts his pen down and says 'no more, I'm through' because it's one-way communication. He's lost you or you've lost him. You've lost each other, so it's quite a frustrating experience.

AUDIENCE: While you were re-explaining it in the second case for people who didn't understand, I took off on a mental tangent. So while you're dealing with a group you're still going to have the ones that do understand and want to move on a little more rapidly.

HARRIS: And this size of group is a real group to manage in terms of responding to their needs, but if you work with a smaller group you can soon recognize their pacing. If you set up as a norm that they can give you feedback about when you're going too slow, when you don't need to repeat - this kind of thing - then you can move along very quickly. Initially it takes some time to get

HARRIS...cont'd

the ground rules in place, but after that, it isn't too difficult.

AUDIENCE Why did you restrict it to two-way communication instead of allowing multiple communication? In a slightly different environment, I do a fair amount of teaching but it's difficult for me to establish a feedback process because there isn't an immediate result in my student's consciouness. I'm teaching an abstract subject without these kinds of conceptualizing tools so that when I try to encourage feedback, I say, "Do you understand that,", or "Is that okay?", because there is another level that I have to penetrate.

HARRIS This exercise is extremely simplistic and is only an example whereby you can learn and see the differences relevant to directionality in communication. When you're working with abstract concepts and ideas it is very difficult to make those real and to find out at the time if they really do understand. Often it takes awhile for understanding to occur. Several kinds of pieces have to fall into place before they actually do understand or don't understand. So they cannot respond immediately in some situations on the cognitive level, although there are other affective and behavioural factors to take into account. But they can tell you that they need more time or they don't understand it at this point.

AUDIENCE To get back to the first question, I think I would have learned better (and we sort of did anyway in spite of your directions) by looking at each others paper and then saying, "Well if the three of us have got it wrong let's ask her," rather than just one to one. Is there some reason why you didn't encourage that.

HARRIS...cont'd

HARRIS I didn't encourage that because I really wanted you to find out from yourself what you heard, and what you put down there. Normally I encourage students to use each other as resources and to use each other's papers to write reports jointly, to do things together to use all the resources you can. The goal is your learning regarding the directionality of communication. In this case I discouraged it so you'd get information only from your own behaviour in relation to mine.

AUDIENCE I understand that you may have a purpose in doing it this way, but if this were an actual learning situation I was experiencing incredible frustration not knowing to what use this whole thing was supposed to be put, and I didn't know how much to invest in the effort.

HARRIS I think that's a very important point. We do at some level usually talk about goals or objectives of any exercise. I did give you some statements regarding communication and involvement. I could have been more explicit. Working with human beings is very difficult they are quite intelligent and quite verbal and they have great needs to be seen as having the right conclusion so they will concentrate on this or figuring out the exercise in contrast to "behaving". Often you can't say right out what the goal is or they outfox you and don't really give you their true behaviour. So it usually comes out sort of 'masked' initially and you get relevant behaviour. Thus you can learn from that behaviour rather than trying to have a perfect conclusion. There is no right answer. What we're trying to do when we do different exercises like this is to 'get a hunk of your behaviour' so you can take a look at it, see how you behaved, how you responded in situations that are like

HARRIS..cont'd

this. So if you want to change your behaviour you can or if you want to change my behaviour at least you have the opportunity to give me feedback. Like some people in here have said, you know, I didn't like the way you did that, or I couldn't understand this or whatever.

AUDIENCE Maybe another conclusion that we can reach is that if you bar peer interaction in learning then the ideal learning situation is the one-on-one or tutor relationship. If you can't do that for practical reasons then the next best thing is homogeneous grouping. Do you agree with that?

HARRIS Generally I would say no. I think homogeneity within a certain limit is important, but some heterogeneity is essential because you have more resources and alternatives available. You've got to have people working on the same goal but bringing a lot of different past experience and knowledge to the situation, so I most often push for heterogeneity in resources.

AUDIENCE For the first time I really became aware of the amount of power a teacher really has. I was absolutely dependent on you. That's okay for dealing with squares, but when you start talking about justice and all that kind of thing....

HARRIS It's pretty scary isn't it? And we try to teach our kids democracy and a lot of important things this way. For me, I don't think you can teach unless you can have a relationship first where there can be trust, where there can be listening on both sides and where there can be interdependence. The other way is essentially 'rote-learning' - you take it in, you regurgitate it. It's not internalized and for the most part, it's not transferable to other parts of your life.

HARRIS...cont'd

One of the things that I think the behavioural sciences are so intent on is the integration of the whole personality, trying to put thoughts, feelings and behaviour together and trying to get people first of all to be aware of the differences between these components of the human being and then to begin to develop trust between people. We have very few words for feelings and it's very difficult to express them. We need first to be aware, then to work on expressing feelings, and once we have them expressed, begin to deal with them and the differences that we have in those awarenesses and thoughts and feelings.

AUDIENCE You've put a very heavy emphasis on the dialogue between the self and individual. I would like you to put a little more on the effect of this group talking about group dynamics, the effect of the group upon each other which I think is a very important element. We've talked about frustration of the individual and our psychologists have talked about this in the past, but let's carry it one step further. I think a great degree of frustration generated around each table was generated originally by yourself, not intentionally, and then picked up by all of us.

HARRIS A large group is very different, as I said earlier, than a small group and once a thing gets started in a large group, it's very difficult to control or to stop and it is extremely contagious in many ways. Apathy, frustration, all kinds of reactions can spread very quickly in a large group. So large groups are very different than small groups. There is the possibility of anonymity in a large group which can be freeing or restraing. I think we do create a lot of the atmosphere simply by, for instance, me standing up here talking down to you. That's a situation that makes it very difficult in a large group and

HARRIS...cont'd

yet it's almost necessary in terms of communication. Otherwise we might not be able to see or to have some of the assistance of communicating so there are a number of dynamics in every situation where there are more than two people. Actually there are 3 levels of interaction going on all the time which means there are 3 different levels to consider for intervention. There's intrapsychic, within the person; the interpersonal and the small group process. And in the small group process there are a variety of stages depending on who you quote, but there are at least four stages. Most of the time in the small groups and large groups with which I've come in contact, much of the time is taken in the membership stage, the first stage. We are always testing whether we are accepted, rejected, how we fit in. You can see for a large group how complex this becomes. We rarely get beyond the membership stage or get into actual work. Most meetings never get beyond that stage either. Several variables have to mesh at one time in a large group and the complexity is often overwhelming.

AUDIENCE: You mentioned that you didn't think you could teach without having a feeling of interdependence between the teacher and the class. How would you start the first morning of a class, the first time you met a group?

HARRIS This is what I do. Initially, I spend time in resource identification. Usually what I have everybody do, including myself, is to identify their 3 long suits and their 3 short suits or their 3 strengths and their 3 weaknesses relevant to the particular class or subject matter or whatever we're in. Once they get that down on paper or in their head, then we spend some time sharing those, first with one other person, then to quartets, octets and so on depending on the size of the group. In that period of time we're beginning to know something about each other besides name, rank and serial number. We're beginning to know something about ourselves as resources, given the goal or the subject area that we're going to work on. Then I spend some time with them discussing and retreiving it and conceptualizing the experience so they have some handles on it and it isn't just an experience.

Then we spend some time working on what our expectations and goals are for this particular class or session or however we're going to work together in this relationship. At the end of that I usually invite them to share their lists. They go first, because I'm already the teacher, or the professor, or the instructor, or whatever, with a lot of authority, and I'm very much aware that once I put out my list that will be the 'gospel.' So I invite them to share their lists and usually put it on newsprint or put it up, then I share my list. And then we negotiate. As I said to someone before, I'm pretty clear about the things that are not negotiable, as far as I'm concerned, if I'm going to remain teacher of that class. I'm clear about what I will negotiate and what I will not negotiate.

One thing for instance is grades. The university where I teach requires grades and although I do not like to grade and I spend a good bit of my professional time considering and working on alternatives and working on committees for this, I do give grades now. So I will not negotiate that. I will negotiate how you get your grades or what you do to get them, but I will not negotiate pass-fail, or A, B, C, or this kind of thing because that's not an alternative.

I will not negotiate the subject matter appreciably. For instance, if I'm teaching a class in planned change, I'm not going to do Psych 101 because somebody has some real needs for that or there are a lot of people that know I've done this or that and that want to talk about that or spend a lot of the class time on it. I won't do that - I make that very clear in the beginning.

AUDIENCE If you'll look at what you did, you've highlighted a very ineffective way of teaching something - if the objective is to get people to draw those things. I think if we had graded ourselves, we wouldn't have graded very well - your second effort was a waste of time for many people and I think it highlights the need to look at other strategies. I think either way, one way or two-way, it's ineffective and inefficient.

HARRIS Yes, I would certainly agree with you and the intent of this was not to teach you that one-way or two-way is the way to communicate. I think it is extremely important that you have several alternatives at hand and not just one-way or two-way,and several ways within verbal communication and non-verbal communication. I simply wanted to highlight the experiential process, to demonstrate that you can learn from the experiential process. This was an extremely simplistic exercise and there's a great risk in using it in a large group like this when that's the only thing you're going to do. Because it isn't even step one in terms of beginning to look at communication or developing skills there and I would hate for you to go away from here thinking that, 'boy, there was really something great there about communication', because there was very little here. I wanted to get you involved and to get some kind of experiencing of an interaction exercise to do it. Communication and human interaction are much more complex than this one exercise. I refer once again to the

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first statement on the handout. "Using Group Dynamics....

Thank you.

Edith Park and James MacKay
Mount Royal College
Calgary, Alberta

TEACHING ENGLISH AND HUMANITIES IN A NEW SETTING

MacKay: Good morning Ladies and Gentlemen. We come before you not as experts, but merely as two teachers who have been working in a new setting with new demands requiring infinite adaptations, and very productive at times of frustration and questions and problems for which normal environments have not provided ready-made answers. That is our prime and initial dilemma. Today, we will just offer you what we have found, what we have been doing and warn of potential disappointments and encouragements.

Park: We offer a sort of worm's eye view this morning. One thing I might add first of all is that I have revised a lot of ideas in the course of this week. I have found the Institute very, very stimulating and have revised, I realized this morning, the pre-conception that Westerners were the only people who are really good at hospitality.

MacKay: Yes, that is not true.

Park: However, right now I would like to say that we are not suggesting that we are more innovative than anybody else. I think all good teachers are innovative and Mount Royal is an old college with 61 years of innovation behind it. The difference is that, whereas before we had to innovate and improvise because of very inadequate facilities, we now find ourselves in the position where we are improvising in a more systematic and concerted way because we have almost a surplus of facilities and we have to try to use these facilities creatively.

I should perhaps explain a little bit about the model on which the college is based which is called the Leggert Model. It was developed in a concerted way.

Somebody asked me who was responsible for this and I really don't know. We were consulted at all levels, and the thing that came from the faculty was that we wanted the utmost flexibility that we could possibly have. This requirement had a lot to do with the adoption of the Leggert Model. The key word is flexibility and the idea is that it should be possible to use basically three methods: the large lecture; the small group discussion or seminar; and independent study - the whole college was developed with this in mind.

About two years ago we were asked to redesign our courses in preparation for moving to the new campus and most of us were given development assignments. We were allowed three hours per week developmental time to do this and we were given four guidelines. First, there would be some sort of pre-tests to find out where the students were. Second, objectives should be clearly stated and formulated and communicated to the students. Third, evaluation of the course was to be articulated with those objectives, and fourth, provision should be made for alternative means of meeting these objectives. Within those guidelines we were completely free to do whatever we thought was most desirable concerning the course and the discipline and so forth.

Before coming to the Institute, I was trying to think of what I could present as a representative English course. I simply couldn't find anything that was representative because we have so many different types of courses: some which are largely independent study and maybe organized on a modular basis; some which are mainly small group discussion; some which are team taught; some which are fairly traditional and so on. You will find on the table at the back of the room some syllabi for some of the courses that we have developed.

MacKay: In addition to the syllabi, you will find in the copies of the President's report statistics about the expenditures and all that sort of thing, which we do not propose to go into just now. Mrs. Park said that one element throughout this from the very beginning of the conception was that the democratic procedure would govern all of the decisions taken. We were asked our approval of almost every feature of the place. For instance the Language Lab; I recall being asked which was the optimum type of lab equipment, etc., so the process of preparation was carried on, following democratic procedures, and as Mrs. Park said, we were asked to be in a state of maximum preparedness with courses set out with specifics and detailed almost in tiny units.

The course outline for French 205 shows this quite clearly. This level of detail is essential if a student is studying on his own. We have had almost two complete semesters in our new quarters. Our first one was shortened a bit by various exigencies - the building wasn't completed. On the basis of our findings we have had frequent meetings with the administration and the teachers in the several department areas, the various disciplines, to see what their grievances are. On the basis of these, attempts are being made to tidy things up. For instance, noise in the Learning Lab, causing a degree of interference, disruption; the question of disorientation of teachers. It is a subtle business; quite new. However, in spite of the difficulties, we are not discarding approaches, purely for the reason of their being difficult to implement and so continual appraisal and continual readjustment has become a biological and anthropological process.

Park: The courses that we can describe, are the courses that we ran this year. They are not necessarily exactly in the form we are going to run them next year so everything is in flux at the moment.

MacKay: Just some points about the Humanities. Shall we take the teaching of philosophy, history, French and drama. Let's begin with Philosophy. Philosophy represents almost a symbol of the traditional approach from the very nature of the matter to be handled. For instance, it doesn't make great use of audiovisual material. It doesn't seem to our philosophers, and I completely agree with them, that it is actually essential to see a picture or, if it were possible, a film of David Hume, to know what David Hume taught. So, in Philosophy we have a preponderance of lectures but plenty of seminars, discussion groups, and very personal contact with the teacher.

The last point of course is the recurring problem throughout the whole thing; the accessibility of the teacher. It is the corner stone in Philosophy, even with the lectures, seminars, discussion groups, textbooks, much writing of essays and expositions, etc. Now History. Our History teachers make much use of slides, films, lectures, seminars, question and answer discussion groups, much visiting of museums and I believe, a preponderance of essay writing. As with Philosophy, I believe expression in connected prose is still the mainstay of evaluation with some multiple-choice testing. With the modern languages; French and German - go to lectures, substantially grammar, seminars, and much talking in the language - in fact, insofar as I find it feasible, all of the classes are conducted in French or German. Sometimes you have to temper the wind to the shorn lamb but nevertheless we manage not too badly at all. Difficult things of course are dwelt upon and rephrased, but still in German or French. We have an excellent language lab and a tremendous number of tapes which accompany our textbooks chapter by chapter, section by section. We also have quite a number of tapes that are free for the use of the student. Indeed, it would possible for the student, with guidance from the instructor, to work through his own French or German course. No one so far has done this, but I merely mention that the potential exists and our labs are such that a student can come along and practice at any time. We still stress that the teacher is immediately available if required. I can be contacted, as can our Chairman or our Lab technician, and we all try to be immediately available to put on any tape for any student. We can listen to rhythm or provide explanatory notes if they are available. In short, our course content is prescribed but we do everything possible to make it possible for students to proceed in their own way. Testing in French and German, with which I am most familiar, is frequent,

Park & MacKay...cont'd

and there is much practice, particularly in formulation of full sentences. The course outline for French 205 on the table back there is full of extra assignments and those students who pursue these individually are invited to complete them and return them to us for correction. A considerable amount of correction and checking is necessary in French and German and checking the progress of the student is impossible without it. I have tried with more conscientious students to provide them with keys. They have gotten the key only after they had been through a written exercise. Otherwise you could create or increase the already very high existing state of normal human laziness and indolence. We have tapes and recordings. I have even been known to sing songs or try to, with the French and German courses. Of course, German and French have a wealth of songs and we have recordings and tapes with many of these. The tapes that we have for advanced classes were doctored with songs inserted on various themes, to provide students with the words of the songs and encourage them to sing. Very modern racy - sometimes shall we say very naughty - songs, but then that enlivens the whole atmosphere. There is no point in being restrictive. If you become too restrictive you assume the proportions of a stranded diplodocus. We have to avoid that. We want to be really French or German with all that that implies. As far as I can see, in our place the old distinction between the academic approach and the humanistic, more modern approach, is rapidly disappearing. I think there was much in the old academic approach that merited keeping and we have kept that. We have left the possibility still there for those who want to operate in that way and I don't see how it should be otherwise. The students are all provided with a copy of our course outline which contains a statement of objective for the course. They know where they are supposed to be going. Only on that basis is testing valid and justifiable.

Park: I don't know that there is too much I can say in a general way about the Language Arts Department. Like most such departments, we are a collection of rabid individualists and it is very difficult to generalize. I think one of our problems is that most of us are most comfortable with the small group seminar kind of approach and we have a great deal to learn about how to handle the large lectures which we have. One of the things that annoys me when I am listening to people who are theorizing about education is the assertion that always seems to be made by the speaker that if one is not using the particular method that is advocated at the moment one is a traditionalist who does nothing but lecture. Actually, I didn't lecture in my life until this very innovative experience we are having came up. We have had a great deal to learn about lecturing; about what material should go into the lecture and what should be reserved for the seminar; whether lectures should be mainly informational or whether they should be more motivational or how we should mix these two. I think I can illustrate perhaps more clearly in a moment. Student responses to a questionnaire about lectures were very, very interesting and I shall share some of this with you. For example: some students said in effect,

"Tell us what we have to know and get on with it and that's it. We don't want any frills or motivational stuff". They used much more direct language - everyone knows well the familiar term students use. There were others who said in so many words, "I want to be entertained; I want you to use audiovisuals; I want you to act things out and be informal and 'turned on'". We are getting some contradictory feedback there. I think there are some problems too with independent study which are mainly orientation ones; that is, we have some students who come from a very open high school environment and others who have no concept of how to handle any kind of independent study and I think we need to do much more in orienting them. We have some courses which maximize independent study. Some of us are trying to introduce small units of independent study into a more regular sort of classroom procedure so the students have a chance to try it out without jeopardizing the whole course.
I gathered from the question sheet which was compiled for this part of the conference that some of you are concerned about the business of formulating objectives in literature and humanities generally and so are we. I don't profess to have the answer here. We try. I have some questions that nag me in the back of my mind. I think objectives that are easy to formulate and communicate to the student and test for are the informational things like historical background and terms and definitions and so on. Then there are the skill oriented things like literary analysis, practical analysis. These are easy. It is when you get into levels of interpretation and synthesis and aesthetic and emotional response that it is more difficult to

formulate objectives. I rather wonder whether there isn't an area where it might be desirable not to articulate the objectives too clearly. In other words, I think there is an area in literature where what you want is what I would like to call "Delighted Discovery", and you know that there is nothing puts you off disdovery more than being told what it is you are supposed to discover before you get there. Another reservation I have is that, because in practice these informational and skill-oriented objectives are easier to formulate and communicate to the student, there is a danger that the student may perceive these as the major objectives of the course. In other words, there may be a mistaking of means for ends. Also, I would like someone to define the term "mastery learning" for me in terms of literature. If James MacKay is teaching French in regular verbs he knows what he means by mastery. But if I am teaching Shakespeare or James Joyce, what is the student supposed to master? Even if you talk in terms of the tools with which to approach James Joyce, who has mastered those? I do think we need to define objectives, but certainly I need a great deal more help with formulating objectives clearly.

As I said before, we have a great many different kinds of courses. What I would like to do this morning is share with you our experience with one of these and this is not because I think it is typical. It certainly isn't intended to be presented as a model. It happens to be one where we followed our chairman's advice to sin boldly and we did. It also happens that I have some feedback on it from the students. Please don't, as I said, think this is typical. What I would like to do is set it up and let you shoot at it. This is just an experience and I think it may illustrate some of the things that happen on the classroom level in doing this kind of experimenting.

The course I want to talk about is English 241 and if any of you are interested you will find a pile of rather bilious looking strawberry pink syllabuses on that back table. I am sorry about that. I hope none of you have hangovers. It was just some stock that the duplicating office had left over, I think. Anyway this course is the first half of the traditional survey. It is a transfer course and we usually have about 400 students. Some of these are in the evening session, so there are about 250 or 300 students in the daytime. Because of the large enrolment we decided to try the large lecture - small seminar format for the course. We used the 400 seat Ford Theatre which some of you may have seen in our slides for a weekly lecture every Monday and then we broke up into groups of 25 or less for two hours of seminar during the week.

Now for reasons that I won't take time to go into, although there was a reason, last Fall we started with English 243, the second half of English 241 - Pope and Swift to Yeats and Eliot - and as I said, we adopted this large lecture - small seminar format.

The first problem of course was to draw up a course syllabus, and if any of you are members of English Departments you probably know that this can take forever because getting English teachers to agree on anything is practically impossible. However, we did finally come up with a core, which could be supplemented by individual instructors.

Then we had to decide what the content of the lecture was to be and what should be left to the seminars. We did this as a team; i.e., we had about five instructors do the lecturing and there were some others who took seminars but did not lecture. Five of us shared the lectures. We had to decide who was to do what and this of course involved a lot of team work.

As I said before, none of us have had much experience with straight lecturing so again we had to learn a great deal there. This was a particularly tense situation. We felt that one of the problems would be the continuity between the large lecture and the seminar, so we decided that all the lecturers and all of the people who were dealing with the seminars should be at the lectures, so that this meant that you were lecturing not only to students, who presumably didn't know as much as you did, but also to your colleagues who might know a great deal more than you did, and this created a lot of tension. It possibly also made us gear our lectures to our fellow instructors instead of to the students, and also presented some problems with work load too.

There were some suggestions about how we were going to make sure the students attended lectures and so on but we rejected any idea of making lectures compulsory at this point and we simply left it up to the instructors to look after this in the seminars.

I mention all of this as background because it has some bearing on what we developed in 241. At the end of the Fall semester we felt that we had learned a lot about our own strengths and weaknesses as lecturers. I think we were reassured in many ways because we found out that we were all insecure and we had become supportive of each other. I think one of the things that came out of this was a very strong sense of team warmth in the department and amongst the instructors who were involved. Considering the differences in personalities, there was very, very little friction amongst the group who were working together. We found the students particularly liked the lectures in which there was audio visual material. We found that they could not pre-read the selections for themselves so that it was useless to say "read such and such selections before the lecture on Monday" because even if they read them they didn't get anything out of their reading. We found also that they didn't know how to take notes. Their highschool experience had not prepared them for this kind of thing and we found that the attendance at the lectures had fallen off drastically by the end of the semester. Now it may have been that we were lousy lecturers. It may have been that the large lecture had some sort of alienating effect. There might have been many other reasons.

At any rate, we did a lot of soul-searching and we decided that we would not abandon the experiment on the basis of one semester but thought we would try it again and focus on two of the problems which we had isolated. One was the attendance at lectures and the second was the fact that the students could not pre-read the material. So what we did in 241 - the Chaucer to Milton end of the thing - was this: we made attendance at lectures compulsory with an exception which I will explain in a minute, and we set up a system of tapes and questionnaires to accompany the reading of the selections. The idea here was that the tapes and questionnaires would take the students through the pre-reading literal level interpretation of the material and this would free the seminars for the higher level kinds of things and discussion and so forth.

The lectures were shared by the same group of instructors. The lecturer for each lecture made up a bibliography. He selected the books to go on reserve for the library. He made up an outline for his lecture which was projected on the overhead and he also made out a question sheet to accompany his lecture. The question sheet was not given out before the lecture. The idea here was that we wanted to force the students to learn to take notes so that they were given the outline, they took their notes and then they were given the question sheet at the end of the lecture. Ideally then they could fill it out when the thing was fresh in their minds.

This question sheet then became a sort of ticket of attendance; they were to present it at the following seminar plus the question sheets from tapes that were to be handed in that seminar. Thus, in the course of a week, a student would do on an average five question sheets.

I should mention that there was an alternative. That is we made the lectures compulsory but we also taped them and the tapes were then distributed through the Resource Islands. Therefore, a student who didn't get to the lecture or who preferred to listen to the tape, or whatever the reason, could do this.

All this meant, of course, a great deal of organizing. We had to organize the distribution system for all of this paper that we were generating, and the tapes and so forth, and frankly we began to feel rather like the sorcerer's apprentice at some points. Paper was coming at us from all directions. We had to find markers. We had to make keys for the tapes and really I think it was surprising there were not a great many organizational hitches, but it was a great deal of work.

Now the question is how did it work? Frankly, I expected a great deal of hostility and this didn't really occur - this is why I wanted to describe and share this experience with you. We did have some. One student wrote a protesting letter to the student paper and I remember in my own seminar one girl picked up on this and started protesting the whole thing and to my surprise the whole class jumped on her. A group of students presented a brief, but it was that they would have preferred to have written assignments rather than tapes and quizzes. They felt that they hadn't been prepared for writing at the level at which we were asking them to write in term papers and they felt that this would be more useful for them. These were two reactions but on the whole we didn't get the hostility that we had expected.

At the end of the semester we gave out a questionnaire. You will find some copies at the back of the room. It was a very comprehensive document. One of our instructors is given to producing great mounds of paper. This questionnaire allowed the students to react in two ways: they were to rate various aspects of the course on a five-point scale: excellent, good, fair, poor, and awful, and they were asked also to comment and suggest what they would consider improvements. The comments on improvements were very interesting. One student was highly indignant. He thought the whole course was a pre-planned attack on Christianity. Another student was outraged because he had spent more time on English than he had on Physics which was unheard of. You don't work in English classes. You slide through. There were all kinds of responses. All kinds of suggestions. The unfortunate thing was that for every response we got we also received exactly the opposite one. So there wasn't very much that we could arrive at in terms of a pattern in the part of the questionnaire that concerned improvements. However, in the part of the questionnaire that concerned ratings we did find a definite pattern. I should mention that this questionnaire was simply put on the shelf along with the other question sheets and the students were asked to fill one out. It wasn't compulsory or anything. We got 95 replies and I think considering the number of questionnaires they had already filled out, this was a fairly good sample. Half of those who answered the questionnaire were students who had taken the 243 in the previous semester. About half of them were people who had entered in the spring semester and had not had that previous experience. Of those who had had the first course, the majority of these continuing students felt that 241 was a better course than 243. A significant number of students whose semester grade had stayed the same or decreased felt also that the course had improved.

In analyzing the comments relating to answering the question on reasons for the improvement of the course five significant points emerged. Students were asked to suggest what they felt was the best feature of the course and were given three possibilities to list in descending order. What emerged from this overwhelmingly was that the question sheets and tapes were what student approved of most and to which they attributed the improvement. Second came their enjoyment of tutorials. The only reason we could see for this was the fact that they had answered questions prior to the seminar which meant the tutorial was more meaningful. The third was improved lecture. The fourth was that they preferred the material, which seemed to us rather strange because this was the Chaucer, Shakespeare, Milton sequence which usually isn't the love of most students - at least not until they try it. Then the fifth reason was the compulsory aspect of attendance. In other words, they approved of this. I find this rather shocking opposite the time-honoured right to skip classes. I guess I am traditionalist. Anyway, they did approve of this compulsory aspect and several of them came to me and said, "Thank you for making me work". Maybe we have a new breed of student. I just don't know. I am simply throwing this out for your consideration.

Again, of the students who had taken 243, many felt that the lectures this semester were better or much better than the last semester and the reasons they gave were things like more stimulation, more confidence on the part of the instructor, more audio visual material, the use of question sheets. They had to go to the lecture so naturally they felt that they had improved.

Only a few students felt that there had been a decrease in effectiveness of the lectures. Their main gripe was that the lecturers were being show-offs who were more interested in impressing their colleagues than imparting information to students. More than two and a half times the number of students rated the lectures as good or excellent as rated them fair, poor or awful. On the written responses they said that in helping comprehend the material, the compulsory aspect was an aid. It improved motivation and so on.

The main complaint, and I think it was a justified one, was that there was just too much paper. There were too many question sheets and so we have taken that under advisement. Exactly the same number of students felt that there should be more tapes as felt that there should be fewer and an overwhelming majority of people indicated there should be fewer question sheets. By a majority of three to one they requested shorter rather than longer tapes. They wanted fewer question sheets, they wanted shorter question sheets, but they wanted them more detailed. I don't quite know how one manages this but we are going to revise all of our tapes and question sheets.

In fact, we are going to revise the whole course and perhaps I should just to cut this short, tell you what we finally concluded. I should mention too that we checked and found that of the roughly 250 students who started the course, 11 withdrew, which I think is fairly good. I haven't got figures for previous years but I think in comparison with normal drop-out rates that was not bad.

I don't think we have yet assimilated all of the information that we got on the questionnaire, but we tried to figure all this out and we came up with these suggestions for next year. I think we will continue the basic format of large lecture - small seminar because we want to see what we can do with it but we are trying to improve our lectures. I think we all have so much to learn here. We are going to add more audio visual material. We are going to try to be less formal, more dramatic perhaps. We are going to cover less material at a slower pace. With regard to tapes and question sheets, we are going to try to standardize for cognitive level, length and number. Some of us get carried away and ask questions that require interpretation and then of course the keys didn't provide for differences and students felt that they were not marked fairly. We are going to post keys this time after the question sheets have been marked so that they can find out what answer was expected from them. We are going to try to make the marking more consistent and improve the audio quality of the tapes. I don't know how this happened but the students found out that they could record on the tapes so we got some fascinating comments -- and we want to make the answers more available.

Another thing was that we felt we had not provided enough alternatives for the students. We are going to try to allow for independent study in the questions and tapes. We probably want some kind of guided self-study with extra reading and writing to replace

PARK & MacKAY...cont'd

the classes. There also has been a suggestion that we run a kind of super-seminar for students who don't need the tapes and question sheets and simply find them a bore and a waste of time. If we can identify this kind of people we could run an additional seminar to replace the tapes; possibly a kind of very informal affair where the instructors would also attend the seminar and we could have an informal and enjoyable kind of enrichment thing.

Another suggestion was that we should develop a short course on practical criticism and analytic writing, perhaps in conjunction with the educational development services. In other words, we felt that we had not provided the student with the means to learn. He didn't know how to write about literature and how to do practical criticism and we felt that we should provide the means of learning how to learn.

We are going to do something which I gather a lot of instructors are doing in the College, and that is have a contract placed in the syllabus where the student signs to indicate that he has read the syllabus. We provide them with all these objectives but they don't read them.

The first weeks of classes should be devoted to testing and screening. We feel that we need much more testing so that we can identify the problems that the students have and use the educational development services. Finally, all the tapes and question sheets will be revised.

I do have a breakdown of the marks but I think it is too long to go into now. My own impression was that if we did anything to change the thing it was on the lower level. I think we pushed the lower level up.

There were fewer people who knew nothing or the usual thing of knowing nothing and stirring words up in the hope that you will get some kind of a mark. This didn't happen. Everybody had information but when it came to the levels of synthesizing and interpreting and putting the whole thing together and also communicating on paper we didn't feel that we had done all that much for the high B or A students.

Now I think I have explained all this as clearly as I can. Are there any questions you would like to ask or are we past time?

MacKay: Now just one or two statistics if I may. These were obtained from a questionnaire prepared by our Development Officer who is always looking for ways of improving the competence of the staff in the school.

There were something like fifty questions. I'll read some of them to you. "It is easy to find my way around the College." 92% said yes. I congratulate them. It took me quite some time.

"I was able to register and take the courses I wanted." Something like 70% said yes.

"I feel the administration of the college is anxious to experiment with new methods of teaching new courses and try innovations." Something like 68% said yes.

"Knowing what I know now about the college, I want to attend such a college again." 75% said yes.

"My courses were well organized." 63% said yes.

That, of course, will be earmarked for treatment.

"My instructors were generally available when I needed them." Something like 70% said yes.

"The objectives of my course were made clear" (we have put great emphasis on these objectives and the writing of them has caused, I'm sure, innumerable headaches; and at times I just didn't know what to say. What is an objective in French? Well...to learn French! But it wasn't as easy as that; it had to be reduced to manageable units.) 77% said yes.

We do not have a fail grade now. We abandoned it. They can get A's, B's, C's, D's and an I. If they achieve less than a satisfactory standard, they get an I - incomplete. Now that can be construed that the application of their personal potential was incomplete. So they sign up again and come round again.

"The 'I' grade is an effective way of giving each student every possible chance of succeeding." 80% agreed with that.

"Generally speaking, I am happy about the college's approach to study as compared to my previous experience." 68% said'yes'they were happy.

"I found my courses easier than they should have been." 20%

"In most classes, the atmosphere is very friendly." 87%

"I find my courses harder than expected." 31% - that should have been 101%.

"It is easy to get material and equipment from the Resource Area." 70% Now,I suppose, that on the whole, that's not bad at all.

"The audio visual equipment I needed was generally available." The bulk of them agreed with that fully.

"Students find the Resource Area an effective way to get resources." The great bulk of them agreed with that.

"Having instructors' offices in the learning library means I can contact my teacher quite easily." The bulk of them agreed with that. Perhaps not as many as we would like.

"I think the college is doing the right thing to provide alternative approaches to education." Far and away the bulk agreed with that.

"As a college, I think Mount Royal is on the right track." - something like 80% agreed with that.

So that's statistics for whatever statistics may be worth.

Dr. Ann M. Ackourey
Florida Atlantic University
Boca Raton, Florida

THE IMPLICATIONS OF AN OPEN CURRICULUM FOR THE COMMUNITY COLLEGE

In this day of 'open-ness' I am reminded of an open and closed story. A former college graduate returned to his dormitory and knocked on the door of his room. He asked the young man who answered the door if he could come in and take a look at things; the young man said, "Sure, come on in." So the old grad proceeded and looked around and remarked, "Same old furniture, same old desk, same old view of the campus. Even the same closet. And then... he opened the door of the closet and saw a terrified young lady. The student rushed to her side and explained, "She's my sister," and the old grad replied, "Same old story."

Education is also a matter of time and place, isn't it? Let's review -- what sort of a day it is --

It is the day of -
the academically enriched and the culturally
different human relations and technological
advancement.
It [illegible] the day of -
collective bargaining and independent thinking
teaching machines and programmed learning.
It is the day of -
United Nations and divided peoples
the space capsule and the tranquilizing pill.
It is the day of -
racial balance and budgetary imbalance
urban renewal and suburban accrual.
It is the day of -
team teaching and individual learning
advanced placement and automated displacement.

ACKOUREY...cont'd

It is the day of -

the educational speed-up and the school revenue slow down
men in orbit and the college on the spot!

Many impressions could be inferred from the type of day we are living in education; one point that is inevitable however, is that if advancing technology has provoked the disruptive and proliferative impact of the explosion of knowledge upon us, it has likewise produced the means for handling it. That is the purpose for our meeting here today - to search for a new balance - or as McLuhan wrote in his In Understanding Media: the Extension of Man, "When IBM discovered it was not in the business of processing information then it began to navigate with clear vision."

We are undergoing change at an incredible rate, especially when we stop to think that the amount of technical information available doubles every ten years; one hundred thousand magazines are published in sixty languages, and the number has doubled in the last ten years. Ninety percent of all scientists who have ever lived are now living. For the student who will live half his life in the twenty-first century, nineteenth century curricula, classrooms, teaching staff patterns and organizational structures are not the types of levers he requires for meeting the challenges of the twenty-first century or for that matter, the twentieth century.

Since accepted facts of one decade become outgrown misconceptions in the following one, our students must learn to locate problems, pose questions about them, collect data, formulate and test hypotheses much like our scientists and historians do. Basically, that is what the Open Curriculum is all about. It replaces the 'delivery service' that traditional educators provide with a laboratory designed toward experimental discovery of new dimensions of experience. Yet the Open Curriculum initiates a probe for patterns in experience and principles of organization which will have a universal application. We should add that the concept of deferred satisfaction, a cherished middleclass tenet that stipulates education prepares one for the future, is very much in question today. For many in our society it has failed to produce the 'good life' in terms of vocational opportunity and life style. The Open Curriculum, on the other hand, is characterized by these conditions:

1) True learning should be an enjoyable part of one's living.
2) The explosion of knowledge has made it practically impossible merely to pass information to the student.
3) The role of the student is to be a lifetime student: to inquire, analyze, question - all his life.
4) The student will enjoy living in the present and be able to survive well into the future.

Now in order for it to be a good Open Curriculum, there are three necessary components within the community college that need to be interrelated: the student, the faculty, the administrator. The societal setting is another variable toward which all three components are focused continuously. As David Riesman wrote in Education in the Age of Science, "We try to bring together and connect things that are often kept apart, whether these be disciplines or orders of data or metaphorical ways of thinking."

Let us examine the implications of the Open Curriculum for the student; as such he:

ACKOUREY...cont'd

1) is given free choice and identification of the kinds of learning which seem to make sense because of their congruence with what he already knows or wants to know. The question is really not one of authority - in other words when educators give up authority, the student's freedom is not necessarily increased. Freedom of choice is not motion in a vacuum - it is motion in a continuum.
2) is able to relate his life in college with the continuum of his life outside college. He is encouraged to make his own work decisions, to use his own experiences and knowledge, imagination, intellect, intuition and logic with new information, new resources, new insight.
3) uses traditions, rules, structures whenever they contribute to learning, but he does not employ these for the convenience of his professor, his department chairman, his dean, his president, or board member.
4) engages his full intellectual, emotional, and physical capacities toward accomplishing the stated objectives.
5) works in a structured classroom in the sense that sometimes he is working as an individual, in small groups, large groups. He is not tied to a structure in which every student is doing the same thing at the same time. Why not? As we have already discussed in this Institute - every human being is unique, and a system of mass scheduling and instruction creates the

5) illusion that individual differences are not significant.
6) has and knows how to make use of materials available to him: reference books, periodicals, paperbacks, old textbooks, new ones, cassette recorders, headphones, opaque projectors, filmstrips, filmstrip projectors, slides, slide projectors, screens, maps, videotapes - to name a few.
7) knows he has accomplished the ultimate when he becomes a self-manager of his learning. Up to this voluntary stage he has demonstrated proficiency in allocating his time according to his interests, needs, and abilities and creating new and additional areas of study. We are not implying a type of independent study which is just a remake of contract plans pioneered by the social scientists of the thirties. Rather we are implying what Robert Louis Stevenson once said, "To be what we are and to become what we are capable of becoming is the only end of life."

So much for the student - what are the implications for the students professor?

On a recent flight I had the good fortune of sitting next to Don Shula, coach of the Miami Dolphins. I asked Shula the reasons for his success with such a super team. He proceeded to name several reasons, but one of them, I believe, has much application for us. He said, "The key word as far as leadership goes is communication. This is true of a player-coach relationship as well as any head of a family or school. As long as you keep the lines of communication open then you have a chance. If you shut that door, this is where you are going to lose your football team. This is where teachers are going to lose their students."

The professor who is not communicating with the student and is not happy with the way the student is learning will consider that less emphasis be placed on what his department chairman, dean, president, and politician want the student to know and try to find out what the student himself wants to know. He will not permit grades, reading speed, standardized tests, quizzes, final examinations, percentiles, schedules, memos, fifty minute periods, or assigned books to computerize, standardize, compartmentalize, or mesmerize him. He will not rely solely on where the indices place the student but will be concerned with finding out where the student's personal time and place and thinking are. More specifically he will:

1) motivate the student so that activities and experiences are executed well.
2) assign and record the stationing of students to groups according to criteria composed from the social composition of the students, identified student problems, and variations in student abilities.
3) introduce group processes to the group by using some of the principles we have heard about during our Institute - to be specific, such topics would include:
    a) feeling and group action
    b) leadership as a function
    c) content versus process
    d) communication
    e) decision-making procedure
    f) conditions for trust

3) g) interdependent responsibility
   h) group objectivity

4) critique group sessions
5) review student progress in terms of a linear curriculum
6) organize groups for the study of empirical and value-oriented problems
7) monitor student progress through the problem hierarchy
8) shift from the role of director to the role of facilitator
9) select students for the self-management phase
10) avoid extended lecturing assuming that professor talk is better than what can be found in a book, a handout, or the media
11) develop the relationship of organizing ideas and information rather than concentrating on mere transmission of such
12) identify the blocks and values of the student so as to get past his defences and be able to communicate
13) demonstrate a sound philosophy about order and structure in the giving of directions, explaining, and showing
14) be a learning companion instead of a learning director but still maintain control by virtue of his role as a guide, advisor, listener and resource person.
15) administer the reward system by realizing learning, repeating, recognizing facts and convergent thinking will not supercede oral activities, divergent thinking, and compli-

ACKOUREY...cont'd

15) cated relationships that do not yield to objective analysis.

When I was in the Middle East I visited Becharra, the home of Kahlil Gibran, and one of the plaques in his museum there was quite inspiring. As I recall it, I think it clinches what we are saying; it read: "If he (teacher) is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind."

Last, but not least, what are the implications of the Open Curriculum for the community college administrator? Incidentally, have you heard what an administrator is?

"If he is pleasant, he is too familiar.
If he is sober-faced, he's a sour puss.
If he is young, he doesn't know anything.
If he's old, he's an old stiff.
If he belongs to a lodge, the members expect favours.
If he goes to church, he's a hypocrite.
If he doesn't, he's a heathen.
If he drinks, he's an old souse.
If he doesn't, he's a tightwad.
If he talks to everybody, he's a gossip.
If he doesn't, he's stuck-up.
If he insists that the rules of the office be kept, he's too particular.
If he doesn't, he's careless.
If he looks around, he's snoopy.
If he doesn't, he's unobservant.
If he tries to settle all complaints, he must have the wisdom of Solomon.
If he worries about them, he will soon have ulcers."

The administrator must be a substantive planner and true educational leader if conditions maximizing the accomplishment of change and college self-renewal are to be met. The Newman Report, Report on Higher Education, 1972, many of the Carnegie Commission publications, the Worth Commission report on education in Alberta, Canada - A Choice of Futures, and various UNESCO meetings reports suggest the key role that the administrator plays in the type of curriculum development that affects the student, faculty, and total college staff. The administrator, then, is the one who:

1) balances the numbers and the quality of those numbers whether they be class size, student-faculty ratios, classroom utilization, student station employment, student credit hours produced, and cost per unit. In other words he often recommends with full justification the erection of more buildings to house more faculty who teach more courses to students.
2) establishes college priorities by realizing fundamental college goals and reviewing strategic and tactical planning decisions. As a result, specific, up-to-date, realistic priorities for the college are set.
3) links the plans of the college to other areas such as the surrounding community, the feeder school system, and other colleges and universities.
4) involves students, faculty, the community in resource management decisions.
5) reviews periodically resource allocations with an open eye for eliminating those

ACKOUREY...cont'd

5) elements that constrict college progress with their rigidity and uniformity.
6) conducts periodic research along the lines of goals clarification and modification, program priorities, appraisal, follow-up of graduates, identification of the strong and weak points in instructional programs and methods and the effects of resource allocations on priorities. One-to-one interviews, department interviews, and the use of appropriate instruments preclude overweighing the effects of committees, 'activist' students and conservative faculty.
7) encourages support from parents, alumni and the community through the organization of advisory committees, research surveys, and open meetings so that a dynamic, self-renewing community college emerges.
8) re-examines purposes, goals and ends, and reformulates wherever necessary because the integrity of the college is often dependent upon the ways it moves towards the accomplishment of its stated objectives.

The true administrator then is an enthusiast - what B.C. Forbes described as "man consumed with earnestness of purpose, with confidence in his powers, with faith in the worth-whileness of his endeavour." To that he adds, "Enthusiasm is the electric current which keeps the engine of life going at top speed."

In conclusion, then, the Open Curriculum in the Community College implies a team approach with the student, faculty, administrator, and staff all working together toward the accomplishment of set objectives. It does not depend for success upon any specific structure of bricks and mortar - and deployment of staff. It is *adaptable to either the traditional or newer patterns*. It does not bind but allows for change - it is truly an example of how educators in transition search, find and evaluate the adjustable balances. It suggests answers to some important questions Allan Glatthorn in his *The Dynamics of Language* presented, such as:

> Who is a student? An individual, not a tool of the state.
> Who is a professor? A guide, not a guard.
> Who is an administrator? A master of teaching, not a master of teachers.
> What is learning? A journey, not a destination.
> What is discovery? Questioning the answers, not answering the questions.
> What is the process? Discovering ideas, not covering content.
> What is the goal? Opened minds, not closed issues.
> What is the test? Being and becoming, not just remembering and reviewing.

And may I conclude with.....

> What is a college? *Whatever we choose to make it!*

JOSEPHINE LYNAM AND NORMAN McLEOD
ALGONQUIN COLLEGE,
OTTAWA, ONTARIO
RICHARD CARVER
PUBLIC SERVICE COMMISSION

STAFF DEVELOPMENT - WHO IS LEARNING WHAT?

Carver

I wonder how many people here recall the anecdote that I think Mike Nicholls and Elaine May related when Gertrude Stein is passing away and Alice B. Tokler says, "What is the answer?" To which Gertrude replied, "What is the question?"

That is partly why I am here today, because this is the sort of thing that I ask people. They say, "Now what is the answer - where do I get the training I need?" And I say, "Let's start right at the beginning - what do you really want? What are you really asking me?"

I run an information service on management education and training in the Public Service Commission, and that is one of the reasons why Jo Lynam and Norm McLeod from Algonquin asked me if I would ask them questions. We did a session a while ago together on the staff development program at Algonquin where I asked them very piercing questions. Anyway, the result of that was that Jo very kindly asked me to ask some questions again today.

However, I do hope that in a very short while that you people will start asking questions because it's your Institute and I think Jo and Norm would much prefer that you ask the questions than that I do.

I think I would like to start the ball rolling by asking why at Algonquin was it felt that staff development was needed and who first suggested that staff development was a need?

Lynam

Staff development at Algonquin really was written into the Basic Documents which all of the CAATS have. Algonquin decided that it would be an experimental program rather like motherhood perhaps - it would be for all sorts of people, faculty and all other staff in addition to staff agencies in the community. So it started as an idea in one man's head taken from his reading of the Basic Documents.

Carver

What sort of reaction was there from people on the staff when a development unit was first set up?

Lynam

They ignored me.

Carver

For how long did they ignore you?

Lynam

Well that's difficult to say. Some still ignore us.

Carver

How long did it take before the existence of your unit was generally known?

Lynam

I think that one would assume that the image that most staff have of a staff development officer, an EDO, a Professional Development Officer or whatever, is that the person knows better than the staff member himself how best to do his job. If the perception others have of a staff development officer is that you are an expert, then of course you have a great deal of difficulty making any kind of connection with the individuals concerned. I think that perhaps it stems from the experience that many of us have had, at least those of us who came out of the primary or secondary school system. We saw the person who looked after the instructional process as an inspector.

You start with a series of perceptions which you have to break down, but you have to accept that they are there.

Carver

Was there a difference in the reaction that you had from teaching staff and non-teaching staff?

Lynam

Non-teaching staff considered that we weren't there to help them. They didn't see it as possible that we should be concerned about them. The teaching staff expected that we should attend mostly to faculty. But contrary to expectations, as we started to work in the non-academic staff we found them, quite frankly, much more open than the faculty, who probably have had other experiences to explain their lack of openness.

Carver

What sort of strategy did you use when you first came into the College? It seems to me that quite often when a group of trainers are meeting together that one of the first questions they ask is how do you start in a new organization to make the presence of staff development and the value of staff development felt. I find this particularly in people who have just started a staff development unit. How do you get started even when there is support from the top?

Lynam

Well, I can mention one or two experiences here and I think Norm McLeod can as well.

I first started by talking to people while drinking coffee in the Cafeteria - gallons of it. Then I got the feedback that all Jo Lynam did was to sit in the Cafeteria and drink coffee so what was that all about? On the other hand the reaction of the administration was - put on a program so that we can see that something is happening. But you couldn't get any handles on what was needed. So you had to drink the coffee and relate to people with a kind of torment involved - you were tempted to do something rather enormous, rather large, and in fact we did, or I did, the first year I was there. I'm sure it had some effect on some staff. We ran a program on the Skinnerian approach to learning, which is kind of salesmanship and rather exciting. It turned some people off totally and turned other people on totally. That was really taking a gamble.

Now Norm came in in a different situation. He might like to explain how it was for him.

McLeod

I guess when you say it that way, the first experience I had was we bombed a program so badly that the staff nearly tore us apart. It was an orientation of new faculty, with about 80 of them that year. We started by being very democratic and participative, and we said to these people (most of whom had never before seen the inside of an educational institution except to suffer as students), "What do you need to know?" We were very concerned that we offer something relevant. But they had no experience on which to base answers to this question, so they became very frustrated and by the third day they finally revolted. All they could give us as suggestions for topics were the trite ones, the nice things about education - student evaluation, student-teacher relationships and so on. We knew they didn't really mean it and that the suggestions didn't arise out of any problems they were having, because the problems which they were really frightened about hadn't happened to them yet. So our attempt to relate very closely to the needs of that group was abortive because we were asking them about needs they didn't have. We've changed that a lot now - we talk now about other kinds of needs like developing supporting relationships in the organization and things like that. So my first experience was really wild!

Carver

In your paper there are some statistics on the courses that the staff at Algonquin have been taking. Can you tell us more about what effect staff development has had on the atmosphere at Algonquin - on the relationship between the teaching staff and the non-academic staff - between both staffs and the students?

Lynam

Irving Bansfield (who teaches at Algonquin) is in the audience. Maybe he should comment on that. Do you want to, Irving?

Bansfield

The existing relationship as a result of the courses put on? Well, I think that a good many people had a good deal of skepticism in the beginning, but I do believe that that skepticism was superficial. They didn't know what was expected of them. So, therefore, they thought the worst. I do believe now that people are looking in a more genuine way towards staff development in a real sense. Relationships keep changing all the time in this direction. My personal relationship with the staff development department, perhaps because of my interest in education, is positive; however, there are needs that are still not yet being met. I think perhaps the biggest need for the faculty is to learn to relate to administration, but it turns out that the faculty and the administration have a lot to learn in that area.

Carver

Do you think that staff development can itself do much to improve this?

Bansfield

I think perhaps staff development can bring both groups together, especially in a changing administrative reorganization as we are going through now at Algonquin.

Lynam

We now have the total support of the senior staff, by that I mean the senior vice-presidents. That support we have not had until this year. I think that is a very significant factor. The senior vice-presidents expect us to do something and will give us their support. Before that there was no expectation. At least no expectation was expressed. As we said in our little paper, we have worked mainly with the individual person, the individual department in the sense of a group of people, and these have been staff people, or less. Our approach has been informal and unstructured with the permission of their administrators.

We now have to work very hard at developing some legitimate negotiation process between individuals and us about their development needs where the individual/staff person and his chairman knows it is legitimate and wish it to take place. That's our next problem. I think we do have a very significant role to play here.

Carver

Do you think, Jo, that the senior staff at Algonquin have a clear idea of the kind of College they want it to be and the sort of College that staff development could help it to be? It seems to me, as a member of the federal civil service, that if you ask somebody what the management philosophy is, there's a sort of blank stare. It's really very hard to decide what the management philosophy is and therefore to know in what direction management development should be going except to make managers more "aware" or something like that. Is there a fairly clear idea of the kind of teacher/student relationships that the College wants as an institution and therefore what sort of goal you should be aiming for in staff development?

Lynam

Well, I was talking to someone from Lambton here this morning, one of the people in Continuing Education, asking what happened at the Continuing Education conference here this week, and he was asking me about staff development opportunities for part-time staff. I asked him if they paid any attention to the question of professional development for part-time staff in their conference held this week and he said to me, no they didn't - they talked mostly about money and grants - all very important things and so the time is being spent on survival in Continuing Education - just as the time is being spent on survival in the CAATs in many ways. Okay, they do talk a bit about management training, they do talk about directions, but they really haven't spent that much time on it because of the day-to-day emergencies that have happened. I'd really like to know if this is true of other Colleges as I think it is.

My feeling is that if I start to push on management training, even though I have been given a directive to do management training, that this would have to be done with a great deal of caution and you would have to first sort out which managers now feel free. Currently, we have undergone reorganization and so have a group of pretty jittery managers. I am sure they do not want any management training in a situation like that. You have to read your climate.

McLeod

We think we are comfortable with the ground work we've established in terms of the climate among the staff: we're getting lots of information and every one of the programs we ran this year was generated from a staff expression of interest. For some programs we did a lot of organizing. For some, they just let us know that the program was running. We had that little to do with it. We've developed that kind of atmosphere. We're not threatening to anybody. We have a very low profile - a profile we prefer.

Now when we get involved in management training, then we've got to proceed very carefully. It's almost a tightrope - at least at the developmental stage. If you want to maintain the philosophy which we have, that there's a basic integrity in all people and that professionalism exists, one basic facet is that a professional should be able to take full responsibility for identifying the training needs that he has, the responsibility to seek out and meet those training needs, and to constantly evaluate himself in terms of them.

When I say responsible for them, I don't mean he should do it all by himself in a closet somewhere. We don't do that, any of us, we check out with the people. Sometimes people need a sounding board. Our office is a constant sounding board. At times I've seen someone walk into Jo's office and while she's helping that person to work out for themselves what their training needs are, in the middle of it she is interrupted by a telephone call on the same subject from somebody else.

Our office runs that way. We don't tell people what their training needs are. How can you do that? What we do is just provide the kind of human support that enables a person to develop the ability to be a professional in the sense I mentioned.

Now the other side, as we mentioned in the paper, is that there's no real input guaranteed from the organization to define its needs for the training of its staff. It's certainly not guaranteed that the climate of staff meeting their own objectives can be established. The fine line is to avoid developing a management style that is going to destroy such a climate by becoming top-downish and prevent people from saying what they need to know.

Lynam

The request for management training came from the Senior Vice-President who is new to the institution. He's been there about a year - he's from industry and has been involved in management training there.

After our reorganization settles down, there will be many people who will need to learn how to do their administration in this new structure. So he has in fact said, "You will be doing management training programs for us". How the needs get identified, I think, he is leaving totally up to us. We will use exactly the same process as we've used with the teaching faculty by asking the people who wish to get involved what it is that they want, and then we will try to provide it for them. Probably we will use a seminar approach to help identify a curriculum, if you like, for them.

Question: Do you have a written set of directives for staff development from your College?

Lynam

All I can say is that three years ago a statement was produced by a Committee which has served as our direcives for staff development. It included management training. The process was described as a share process to which everybody concerned contributed. That particular directive has been reinforced again this year. So, I am assuming that they are giving us permission to do the developmental model which does not mean the imposing model.

Question: Who established the objectives for staff development?

Lynam

The objectives, I assume, are management's responsibility to set These have been established in our statement/directives. To determine what kinds of resources are needed to achieve the objectives is our responsibility.

Question: Is it an objective to train everyone to follow the same management style at Algonquin?

Lynam

Oh, by no means. At this point there are many management styles at Algonquin College. I would hope we can retain this situation. Management by objectives or organizational development are not new words around the College. But I don't believe we're going to have a great push on any one style.

Question: Could you talk a little more about how you establish staff development needs?

McLeod

The important thing is the relevance of the learning. This is one of the problems that we are trying to face. The thing is to identify needs very specifically so a person makes the best use of his time if he gets involved in some kind of developmental program, formal or informal. It's possible, therefore, the way we now operate, good or bad, that a person might have learning objectives that we would never understand or hear about. Let me give you an example..If we hear people talking in the cafeteria or wherever about role playing, we might offer a program on role playing with voluntary registration and people would self-select themselves if they identified it as meeting their needs. But we really would not know (specifically) why they registered. We would choose a trainer who was able to negotiate with the group about specific objectives, or maybe even not the objectives so much as the process that everyone in the group could identify with. Finally, after the group comes to an agreement, a student says to himself, "Yea, from what I am trying to get out of this that looks like it will work for me". If everybody in the group says that to himself then it's go, and away they go through the program.

Now people may change their objectives. I have been in programs where I've changed my priorities. I say, "I came here to learn one thing but that other thing looks good. Maybe that's what I would like for the rest of the time in the program. Sure, why not."

At the end of a program nobody really ever discloses very specifically their own person growth objectives. The closest we ever got to finding these out is to ask, "Was this worthwhile or not worthwhile?".

We are concerned with the process by which this person gets objectives met, and if he or she says it was worthwhile, we say this made that program worthwhile. That's the end of it. We may never know what the person's objectives were. That's an extreme case, but it's possible for that to happen in our institution.

Question: Most of the things outlined are group things set up for a particular group of people. What do you do with the individual, the one person who knows what he wants? Can he get it from you? Can he direct you to set him onto a course?

Lynam

Staff Development is not all focused in our department. That is one thing that should be very clear. It is a shared process. There are funds which are put into all the budgets called Professional Development and Travel. To give you the impression that we do all of the staff development at Algonquin College would be ridiculous. Each department does its own thing. If an individual who wants to go to Mexico and become expert in something in respect to his particular area of physics can negotiate that with his Chairman, he goes to Mexico.

In reverse, we have quite a large bilingual training program. We have large funds for it and usually we put the people through in groups. However, we recognized that learning was not being very effective in certain instances so we sort of utilized Illich's "Passport to Education" and said, "O.K., there will be a certain number of dollars that we estimate that we can give to you, John Doe, so that you can develop your individualized program for learning French." So from the group thing we have gone back, in some instances, to an individual mode because a group mode was no longer giving good returns.

Lynam

I found that the staff tried to make me into a super teacher and I just had to keep ducking that because I am not a super teacher. I believe it is very important that you not be identified too much as possessing specific skills. There are many skills in the College of which we make use. In the last month we had 65 staff people who worked with us part-time in teaching programs. Now they can do programs on group work, they can do programs on role playing, they can do programs on learning, psychology, all sorts of things that relate to faculty infinitely better than we can because they are doing it every day. So we get them involved.

It's a question of making use of as many resources as possible.

I'm not sure that people identify what we are. One man spent a whole year thinking about it. Suddenly came the dawn and he labelled us process people. So now he calls us that. Someone called us the other day ombudsmen. I ducked that one, but that's how he sees us. So I don't know, we're all sorts of things but we are not experts in teaching, for example.

Question: What about certification for staff development acitivties?

McLeod

We've been attempting - struggling - for some time now with a committee from the community institutions and organizations who are involved in some way with adult learning to build a model that has some kind of certifiable aspect. The general approach is to build a matrix of modules.

We've begun to categorize them because, you know, we're educators! However, the main thrust is to help a person develop a teaching-learning project they are going to carry out in the teaching environment they currently work in, and from the description of that project establish all the kinds of skills that are relevant to it. Then from the matrix they select modules they will need to obtain required competence to carry out the project plus the research capabilities to be able to prepare the research instruments to evaluate what they are doing in their project. That's one thrust.

The other continuing thrust is the reinforcement and enrichment of one's own personal style. We're now trying to build a matrix or a collection of characteristics that teachers might have from which a person will be expected to select those which give him the profile of the kind of teacher he sees himself as being or wanting to be in the context of who he is, who he works for and what he's teaching. Then, we want to work out a process to help him establish that profile.

We're trying to make it as individual as possible. Sometimes that comes out in another way, because with new teachers, we get people who have been teaching informally for years in a particular discipline. I think of a fellow who teaches welding. We would be wrong to make the assumption that this fellow comes into the College with the welding skills but no teaching skills because if he's had any experience, the kind of experience we're looking for in welding, he's helped a lot of others learn how to weld before he ever got to our formal institution. He has a way of doing that. What he also brings with him is a model of a teacher which he got in a school system; a model that may or may not have worked for him.

What we like to think we're doing is to keep that fellow from slipping into a model that may or may not have worked for him and to identify the legitimacy of the way he personally goes about teaching. That's a very tricky thing. I don't know if we've really had any marked success at that. But it's a real concern of ours that the declaration of the legitimacy of the way a man naturally does things is a starting point for anything. YOU look at where you're successful. YOU develop confidence and then you're able to comfortably look at where you can improve yourself. In our teaching of adult programs we want to reinforce the person's own personal style.

Question: Do you respond to all requests for help?

Lynam

I think a thing that's very important is that we've learned by our mistakes and one of the factors that was mentioned earlier was that we have to gain the confidence of the staff. So, initially we did respond to those people who said, "We would like to do something", wherever we could get a toe hold.

We're now into the situation where, in the last two years, we have said, "We can put programs on in the College if they have appeal for a cross-section of staff. For example, if the Department of Family Studies asked me to do a program, I would say "No dice, brothers, you've got your own budget", and they have. But if there are three or four people in Family Studies and a couple of people in the Technical Center area, a cross section, then we put on a program. But if it is an individual department, no.

Question: What about the circumstance whereby you have used up all budget and so has everybody else, and then somebody comes along and says, "You know I really need to take this two week or three month program somewhere", and you have to say "No, we'll have to put you on the top of the list for next year", and he leaves kind of disgruntled?

Lynam

I think it is important to say that in our College there is no planning of priority of who gets the funds for professional development and travel and that is one of our real problems at this point. That is why we mentioned in the paper that we really have to have some kind of negotiation of goals and priorities. If we could have that, then things would be a lot clearer. Otherwise we will have an ad hoc kind of situation and there will be no way of evaluating whether it is effective for the institution.

Let me just tell you the example of the language training with the budget of $75,000 to do Language training. That budget is totally used up. This year the demand has been building because bilingualism is a really touchy question. You have to deal with the emotions as well as the content of languages and this year we are not even going to have enough money to meet all the demands. So, therefore, we are going to have to say, "Look, this is the situation and we are going to have to enter into some negotiations."

So far we have been able to say to anybody who wants language training, "Come in". Now we're in a money crunch where we are going to have to make some kind of decision.

McLeod

There was a beautiful example from somebody from Fanshawe with whom we were talking to yesterday where a financial bind had a real payoff because of the management style. It was not the manager saying, "Sorry, I haven't got enough money", but, "Hey, we haven't got enough money. What are we going to do about it?" and they sat down to work it out. I guess it was about the same thing as when a nation goes to war. I don't know who the common enemy was in this case, but the issue was that the budget restrictions forced people to begin to solve problems together and to learn to identify their own needs. That is an interesting payoff from having a budget restriction.

Question: Do you see a problem in conflicting expectations? You want to help, teach and develop faculty members to help themselves, yet at the same time some administrator might want some information from you in terms of evaluating people and not in terms of growth.

Then you have the faculty member saying, "Who the hell needs you anyway?"

Then you have the faculty member saying, "I don't really want to be developed. I want to be credited."

Then you have 150 faculty members. You have 150 expectations. You have to be an evaluator and developer and you have your own expectations. What are you going to do about yourself?

Lynam

Well, the way I listen to you I almost think I should cry.

McLeod

It's an accurate description.

Lynam

It was beautiful. One thing I'd like to make quite clear, we do not in any way evaluate the staff. No way! It's written into our objectives that our file on each staff member would simply record what he has done in his course or if he has taught this course for us or if we know he has done something outside. That file is only open to the faculty member and if the administration asks for it he can't get it unless he goes to the faculty member. We use the file only as a means of keeping a record which is then available to the staff member. That is one thing that we have no problem with. But don't think we don't have problems with role conflict.

Question: Is participation in your programs voluntary?

Lynam

We have no compulsory programs. We have one thing that is compulsory to attend - orientation. But orientation isn't like orientation at say, Humber. It does not include a sort of pre-service session. I don't know if it creates problems or not for staff. We usually get about 75 to 90 new staff a year and while we were running it on the voluntary basis, 70 to 90 staff who turned up. When it became a compulsory one, 75 to 90 staff still turned up.

Carver

Thank you very much. I think we could go on with this but I think we have reached our time limit. I think our panel members deserve a round of applause.

Dr. James H. Nelson
Battelle Fellow
Professor of Administration
and Higher Education
Michigan State University

ORGANIZATIONAL DEVELOPMENT IN THE COMMUNITY COLLEGES: FROM RHETORIC TO REALITY

For the past two and a half days, I have listened to the presentors at the twelve scheduled general Institute sessions preceding this meeting. All have been interesting and informative to me in one way or another. All have treated change primarily from the perspective of changing individuals which is an emphasis that is entirely consistent with the organizational development (OD) literature. Viewed in terms of Gestalt psychology, innovation and change are generally treated as 'figure', while the organizational context within which the change does or does not take place is regarded as 'ground'. In the next few moments I would like to develop the thesis that change strategies which do not give primary consideration to the condition of the organization within which change is sought, are not likely to succeed.

I have organized my remarks around the following questions. First, is the theme of this Institute, "Education in Transition: Search for a New Balance," an accurate characterization of today's community colleges or are the changes and innovations occurring in these institutions relatively minor and cosmetic in nature? Second, if community colleges are not seriously involved in the business of organizational development, what are some of the restraining forces preventing it? Third, what types of strategies can be employed to promote planned change in community colleges? Fourth, what elements must be dealt with in implementing these change strategies? And finally, what evidence exists that OD can be successfully applied to institutions of higher education?

Community College Education in Transition? B. Lamar Johnson's Islands of Innovation and Islands of Innovation Expanding would seem to accurately reflect the state of change in today's community colleges. To be sure, there are changes taking place and they appear to be increasing but they still seem to constitute only 'islands'. The 'oceans' have not changed greatly. Community college educators are often thought to be more open to change than their colleagues in the universities and they have generally been in the vanguard of the higher education practitioners actively seeking to improve the teaching and learning processes. However, there is little evidence upon which to base the conclusion that community colleges are generally in a state of transition. It might be more accurate to describe them as generally in a state of balance but displaying some promising innovations.

Deterrents to Organizational Development in Community Colleges. Community colleges have been the 'fair-haired children' of higher education during much of the past decade as their number, size and influence have increased dramatically. They have been accurately described as the fastest growing segment of higher education in the United States. Given such dynamic growth and recognizing the fact that many community colleges are new institutions, one can readily understand why the community colleges might not seem likely targets for organizational development. It is probable that the single most potent force inhibiting OD in community colleges has been and continues to be the attitude, "Who needs it?"

However, there are other factors which appear to be contributing to the condition of 'balance' in community colleges. One of these is the belief that OD is spontaneous, does not require resources, and can be added to everything else people have been doing. Some who concede the importance of resources for effective organizational development would challenge using them for such purposes during this period of financial stringency.

Organizational development in community colleges has also been impeded by distorted views which perceive that process as: a fad; an occasional event; a gimmick; a top management edict; a panacea; another word for participation; T-grouping; a change of structure; a change of personnel; a process that may work in business or industry but not in education; another term for existing in-service education programs; a synonym for individual development; a tool for management manipulation, etc.

Where inaccurate and negative interpretations of OD prevail, there have been few serious attempts to improve the state of organizations *per se*. But even where OD has been accepted as potentially helpful, lack of knowledge about organizational change, i.e., use of inappropriate change strategies, reward systems, or inside and outside change agents, has often led to failure. Somehow word of such failures seems to travel faster and farther than success stories, and thus dampens OD efforts.

Happily, there are some forces which do impel institutions toward greater openness and focus attention within institutions upon improving the condition of the organizations themselves. Perhaps the most important of these is the desire of faculty and staff members to do their respective jobs better. This desire is fed in part by the wish to be more helpful to students, the prospect of financial reward, the esteem of others, one's perception of himself as a professional, etc. If valid conceptually, Maslow's hierarchy of needs would seem to provide the potential driving power for significant organizational development arising from these needs, especially at the social, esteem and self-actualization levels of the hierarchy.

Other impelling forces worthy of note are the mounting external pressures for change emanating from state and federal agencies and offices, from present and prospective constituencies, from the computer and similar technological developments, and from other facets of society. Perhaps we should rejoice that such pressures are being exerted. Change theorists generally agree there must be a perceived need for change within an organization before planned change efforts are likely to succeed. Society seems determined that colleges *will* perceive the need to change in spite of their built-in resistance. Kurt Lewin's 'Force-Field' concept of driving and restraining forces can be a helpful way of graphically portraying forces affecting organizational development. A force field diagram of the type developed by Lewin is presented on the next page.

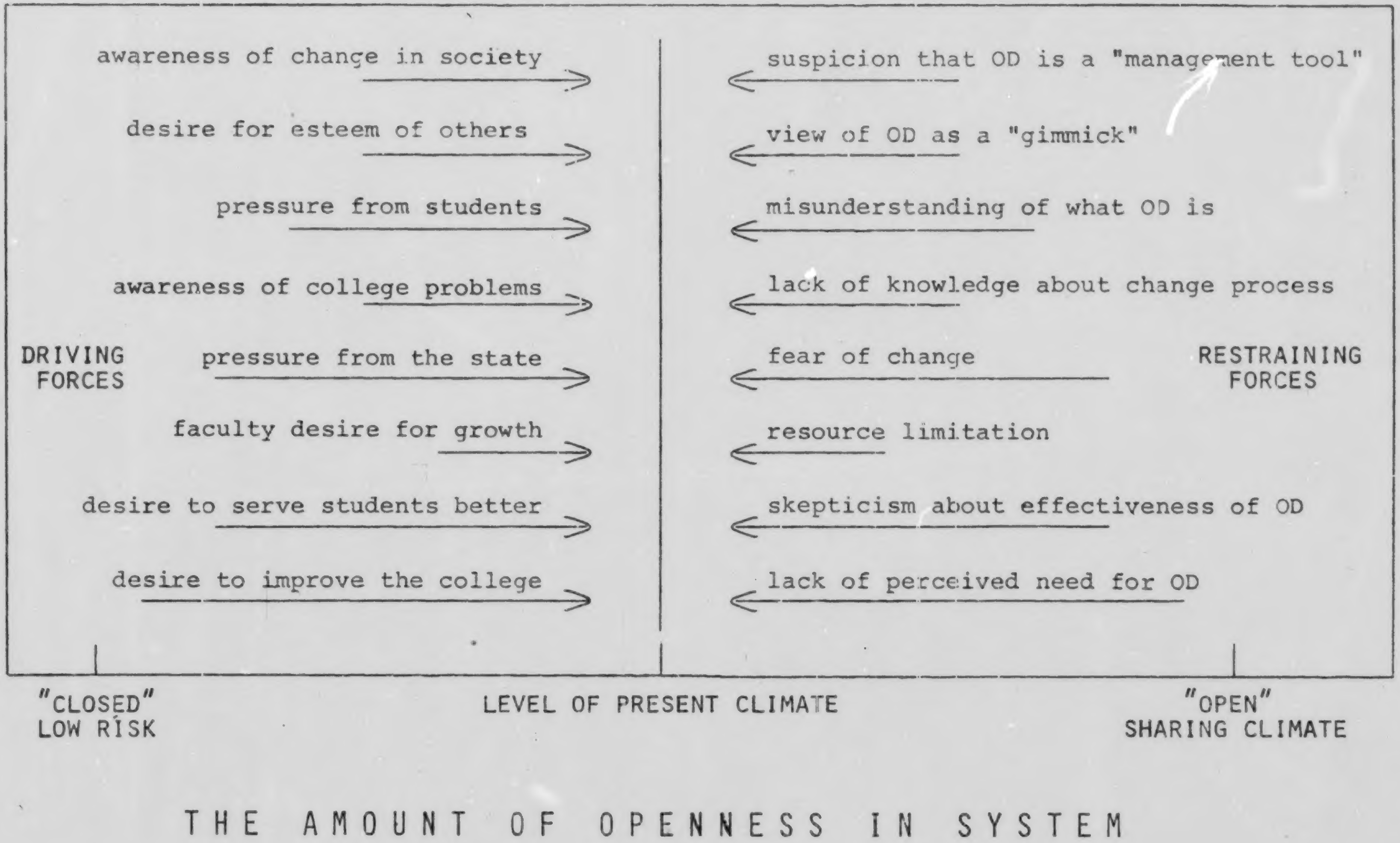
Planned Change Strategies. Although many change strategies or approaches to innovation have been catalogued (see Havelock's list of 44 on following page), only three broad types will be considered here. These three are "Empirical-rational strategies," "Power-coercive strategies", and "Normative re-educative strategies."

Empirical-rational Strategies

Since knowledge is considered the main power ingredient in the empirical-rational strategies, it should come as no surprise that such strategies have been popular in institutions of higher education. The basic assumption here is that men are rational and therefore will make those changes which are demonstrated to be rational.

Perhaps the most pervasive form of the empirical-rational change strategy is the research model. Amazingly,

THE FORCE FIELD


DRIVING FORCES
awareness of change in society
desire for esteem of others
pressure from students
awareness of college problems
pressure from the state
faculty desire for growth
desire to serve students better
desire to improve the college
RESTRAINING FORCES
suspicion that OD is a "management tool"
view of OD as a "gimmick"
misunderstanding of what OD is
lack of knowledge about change process
fear of change
resource limitation
skepticism about effectiveness of OD
lack of perceived need for OD
"CLOSED" LOW RISK
LEVEL OF PRESENT CLIMATE
"OPEN" SHARING CLIMATE
THE AMOUNT OF OPENNESS IN SYSTEM

ADAPTED FROM 1973 ANNUAL HANDBOOK
FOR GROUP FACILITATIONS

STRATEGIES AND TACTICS FOR PLANNED CHANGE

- Action Research
- Authentic Feedback
- Brainstorming
- Change Agent; External
- Change Agent; Internal
- Collaborative Action Inquiry
- Confrontation
- Consultation
- Derivation Conference
- Diffusion, Natural
- Experimental Demonstration
- Fait Accompli
- Financial Support
- Force Field Analysis
- Group Observation/ Process Analysis
- Human Relations Laboratory
- Inter-organization Visiting
- Leadership Change
- Legislated Change
- Linkage
- Mass Media Dissemination
- Multiple Media Approaches
- Network Building
- Opinion Leadership Utilization
- Overlapping Groups
- Packaging for Diffusion
- Prestige Suggestion
- Problem Solving
- Product Development
- R & D Unit
- R, D, & D
- Reflection
- Research Evaluation
- Role Playing
- Rotation of Roles
- Sensitivity Training Group
- Successive Approximation
- Survey Feedback
- System Self-renewal
- Systems Analysis
- Temporary Systems
- Training
- Translation
- User Need Surveys

Adapted from *A Guide to Innovation in Education*, by Ronald G. Havelock.

our faith in it persists in spite of overwhelming evidence of its shortcomings. Much of the 'innovation' discussed here and described in current literature relates rather directly to empirical-rational strategies. It is assumed that factual data confirming the superiority of one particular approach over another will persuade rational men to discard less effective approaches and adopt the superior one. Would that it were so simple!

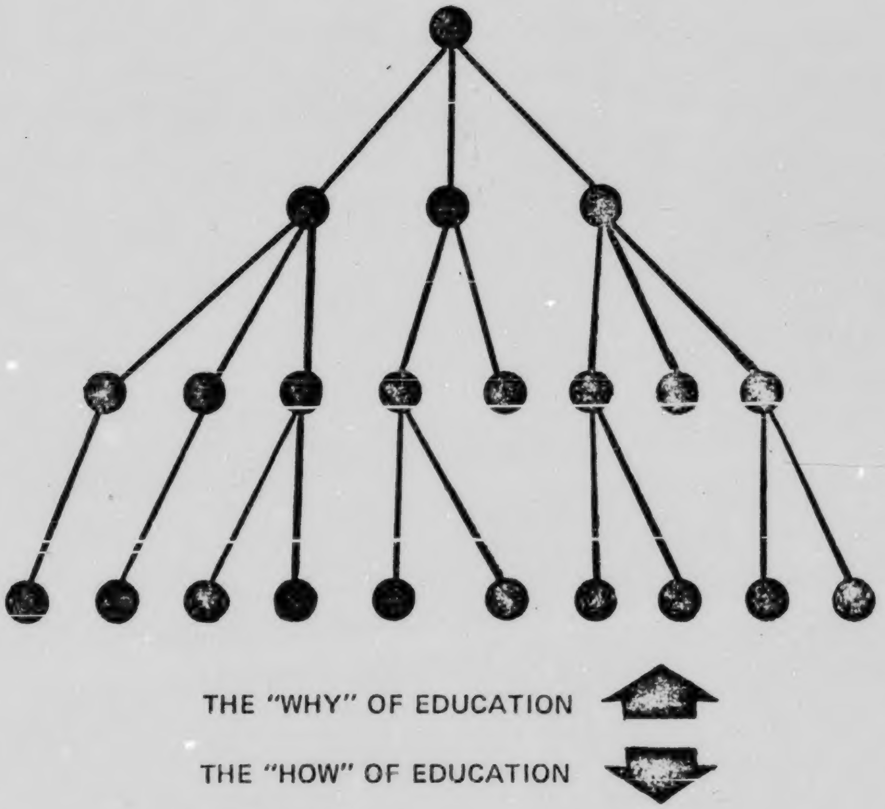
Another important dimension of empirical-rational strategies is the importance they ascribe to organizational goals. For example, the concept of the objectives hierarchy (see figure on following page) suggests that all organizational goals (objectives) derive from its overarching mission, that they cascade in descending tiers down through the organization, and that each level supports the objectives at the next higher level of the organization. Logically, it may be hard to fault the rationality of this approach, but psychologically, we know it isn't this clean-cut.

Power-coercive strategies

The power-coercive strategies may involve legitimate power and authority or simply the massing of coercive power. They may manifest themselves in intra-organizational struggles typified by collective bargaining and strike or strike-threat activities or they may be employed in situations where the conflict involves the organization and 'outside'forces. In either instance, the underlying assumption is that those with the greatest power can influence those with less power to comply with their plans and decisions. In a word, someone gets 'muscled'.

Clearly, the power-coercive strategies are a fact of life. They can and sometimes do produce significant change. Faculty and student alliances have been able to command

AN OBJECTIVES TREE



increased attention because of the power they represent. With apparent reluctance some college boards and administrations are resorting to counter-alliances and in doing so, departing from the impartial stance they have sought to maintain in the past.

While there is little evidence to suggest that the power-coercive strategies will cease to be used, there is growing uneasiness about their consequences. The aftermath of the long Philadelphia teacher strike is a case in point as reflected in the following quotation from an issue of Education USA several months ago.

> Common Pleas Court Judge Donald Jamieson has refused to rescind the $270,000 fine levied against the Philadelphia Federation of Teachers, the $5,000 fine against union president Frank Sullivan, and the contempt of court jail sentences against Sullivan and John Ryan, the union's chief negotiator. But, he has reduced the original jail sentences (from 6 months to 4 years) to from 4 months to 23 months. Moreover, the school year is not being extended to make up the lost days, and the city and school district have been sued by a community group for not providing the mandatory 180-day school term. In addition, the state education agency has not decided whether it will dock the district up to $1.2 million a day in state subsidies for every day of the strike.

Colleges are not always able to select a change strategy of their preference. This is true, for example, in those instances when colleges are attempting to counter what they regard as detrimental state (provincial) or federal legislation. When they are engaged in a political ballgame, what alternatives do they have to a political power strategy?

Although compromise can be a very important lever in the power-coercive strategies, particularly those of a political nature, there is still a grave danger that such struggles will become polarized as win-lose contests. When this results from a power struggle within an organization, the negative residue may adversely affect working relationships for a long period of time and commit the organization to an open adversarial posture. Granting that conflict can be a catalyst for needed change if properly managed, I think few would deny the relative merit of organizational teams that are working together, collaboratively, over teams whose relationship to one another is the defeat or elimination of each other.

Normative-re-educative strategies

It is in the area of normative-re-educative strategies that colleges appear to have the most to gain. Like the empirical-rational strategies, these strategies accept the importance of knowledge in producing change, but they also recognize non-cognitive dimensions of the change process. The basic assumption underlying normative-re-educative strategies is that change occurs only as the shared beliefs, attitudes, and values of the individuals (their normative orientation) change from old patterns and commitments to new ones.

Perhaps as Burton Clark has said, when we are concerned about changing an organization we should address ourselves to the problem of re-norming that organization. In light of what we know about the resistance of attitudes, values, and beliefs to change, it is not surprising that we generally choose to re-cast the problem of re-norming that organization. In light of what we know about the resistance of attitudes, values and beliefs to change, it is not surprising that we generally choose to re-cast the problem of inducing change in other terms. It would certainly seem that the initiation and nurturance of one or several innovations is more achievable than changing an organizations basic valuation of change, per se. Unfortunately, it does not follow from the greater achievability of the former that it is therefore more important than the latter! In fact, my thesis is that the reverse is true.

I would like to quote a few sentences from the summary of Learning To Be, on which Dr. Ward spoke at the opening session of this Institute. They relate very directly to the importance of specific innovation(s) vs. general receptivity of an organization to change. First,

> no overall innovative strategy can result from the mere accumulation of more or less spontaneous innovations in the field. The crux of the matter seems to be the need to set up a framework for innovation which can assure both its coherence and permanence.

The term, organizational development, may not have been used by the authors to the foregoing statement, but the OD implications are unmistakable. In another part of Learning To Be, this statement appears:

> A prior condition for any reform or innovation must be the creation or the development of structures which favor experimentation and research at the very foundations of the educational system, this is by the practitioners.

The author's use of the term 'structures' in the foregoing statement appears to be consistent with my use of colleges, institutions and organizations in this presentation.

Before turning to my next question, I would like to quote one further passage from Learning To Be as it seems to call directly into question whether we have dealt adequately with the problem of organizational change at a policy level.

> Failure to adhere to the logical process, moving from policy to strategy and from the strategy to planning, ensuring the continuity and relevance of decisions made from one level to another, is responsible for education having been too often oriented by chance, guided blindly and developed in anarchic fashion.

I would doubt that many colleges have a policy on openness to change though somewhere in their rhetoric one is sure to find such expressions as "meeting student and community needs", "relevant experiences" and "innovative teaching." If colleges are seriously interested in coping with change more effectively, perhaps they should develop a policy which will facilitate achieving this goal, i.e., a policy on the college's stance toward change.

Among other values of such a policy would be its potential focal benefit and its support for tangible expressions of the institution's value for change in the reward system, budgetary provisions, etc. Obviously, the handful of colleges that have joined such consortia as "The League for Innovation" and "GT-70" are putting some resources on the line to promote change, with or without supporting policies.

Common Elements of Change Strategies. Regardless of the particular change strategy one may choose to employ, there are elements which it is likely to have in common with

NELSON...cont'd

other strategies. These elements provide convenient focal points for implementation efforts. Clark, in commenting upon one particular type of organizational development which he terms 'saga', has identified the following components: the personnel core; the program core; the external social base; the student sub-culture; and the organizational ideology itself. Harold Leavitt breaks out four basic organizational components with which change strategies must deal: task or _raison d'etre_; actors or people; technology or technical tools; and structures (systems of communication, work flow and authority).

In reflecting upon our deliberations at this Institute during the past few days, we seem to have concentrated on what Clark has labeled the personnel and program cores. To a lesser extent, we have considered structure (primarily decentralization in one form or another) and technology (limited largely to instructional technology). We have barely touched upon the external social base, the student sub-culture, the organizational ideology, or those aspects of organizational _per se_ which support or impede change. It is understandable that we might have elements with which we prefer to work and that the personnel and program components would be among the favourites. However, we should remember that change efforts involving these elements are likely to bear fruit proportionate to the condition of the organization itself. We cannot afford to neglect the other elements.

Results of OD in Higher Education. Skeptics who want irrefutable proof that OD will produce the desired results in their particular institutions cannot be satisfied. Organizational development is a new 'discipline' (some would not accord it the status of a discipline) and even in the private sector where it has been used extensively, results cannot be guaranteed. The candor of one of the field's most prolific and gifted writers, Warren Bennis, is a refreshing, albeit somewhat sobering, testimonial to the present evolving state of OD. I would suggest that you read the May, 1973, issue of The Journal of Higher Education, which is devoted to organizational development. There you will find descriptions of several specific applications of OD to higher education which I need not take time to describe here.

As my concluding thought in this presentation, I should like to quote briefly from Matthew Miles because he has expressed so well my own conviction about change. Miles says,

> It is time for us to recognize that successful efforts at planned change must take as a primary target the improvement of organization health - the system's ability not only to function effectively, but to develop and grow into a more fully functioning system.

Thank you.

REFERENCE ACKNOWLEDGEMENT

In preparing these remarks, I have drawn upon numerous sources and wish to acknowledge, in particular, the influence upon my views of the following work:

1. The Planning of Change by Bennis, Benne and Chinn.
2. Planned Change in Education: A Systems Approach, David S. Bushnell and Donald Rappaport, Eds.
3. Handbook of Organization Development in Schools, by Richard Schmuck and others.
4. Summary of the Faure Report - Learning To Be.
5. "Applied Organizational Change in Industry," by Harold J. Leavitt.
6. "Organizational Change: The Human Relations Perspective vs. the Political Systems Perspective," by J. Victor Baldridge, Educational Researcher, February 1972, Vol. I, No. 2.
7. "Planned Change and Organizational Health," by Matthew B. Miles.
8. "Belief and Loyalty in College Administration," by Benton Clark, The Journal of Higher Education, June, 1972, Vol XLII, No. 6
9. Special Issue: Organizational Development in Higher Education, The Journal of Higher Education, June, 1971, Vol XLIV, No. 5

CAREER DEVELOPMENT FOR THE STUDENT IN THE COMMUNITY COLLEGE

A Presentation to the
4th Annual
INTERNATIONAL INSTITUTE ON THE COMMUNITY COLLEGE

Lambton College
Sarnia, Canada

June 11-14, 1973

by

Dr. Ronald Daugherty
Assistant Director for Field Services and Special Projects
The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

CAREER DEVELOPMENT FOR THE STUDENT IN THE COMMUNITY COLLEGE

Technology is changing our lives. Society is changing its values. Individuals are changing their life priorities. People are having to change, wanting to change, needing to change, change, change,.... What is education to do in light of this ever-expanding momentum for change?

The theme for this Fourth International Institute on the Community College is "Education in Transition--Search for a New Balance." The theme for change in education today is to more effectively meet "people" needs. I hope that those of us here today can see the commonality between both of these themes as we reexamine the role and the purpose of education for today's society.

The individual, the human being, the person, is the core or the central purpose for which education exists today. Education is to serve this individual through helping him or her to become fully capacitated, self-motivated, self-fulfilled, and a contributing member of society. Most everyone here would agree that "their" educational program is fulfilling these challenges. I would anticipate that most of us today would readily point out that the community college that we work in was founded on this very basis and may, in fact, have these challenges as part of the mission statement for that institution.

May I divert our attention from these challenges or goals for education and discuss, for a moment, individual needs. We could spend extensive time on the question of how needs are determined or what, in fact, constitutes an individual's needs; however, I will leave that subject for later discussion. Let it suffice that we all agree individuals have needs and I suggest these needs can all be related to an individual's life roles. Each of us play a variety of roles throughout our life and these roles, in fact, become our life. There are a variety of ways of describing these life roles. I would describe them as being a member of a family; functioning as a citizen of a community; participating in avocational activities within society; relating one's self to the regulatory functions of a community, including aesthetic, religious, and moral functions; and finally the life role as a producer of goods or a renderer of services. Most any activity that you or I become engaged in throughout a day relates to one or more of these life roles and in most cases, a given activity would relate to more than one of the life roles.

Again relating to the momentum of change in our society and in consideration of an individual's life-long development, it becomes increasingly likely in today's society that an individual will change one or more of his life roles periodically throughout his life span. The interdependence of life roles within an individual suggests that a major adjustment in any one of the life roles may necessitate a corresponding change in one or more of the other life roles. The concept of career development has as its foundation, these life roles of an individual and places the occupational life role (producer of goods or a renderer of services) at the central most and most influential of all the life roles.

The concept of career development is based upon life roles of an individual, the interdependence of these life roles and the occupational life role as being central and most influential of all life roles. This concept has historical roots in three primary sources which I will only mention but not expand upon at this time. Sources include: (1) statements of major goals of education enunciated by various groups, (2) educational legislation reflecting society's collective intentions in this area, and (3) the accumulation of research findings concerning individual and career development.

The concept of "Career education" is, in my mind, merely a concept growing out of the career development concept as related to the educational process and the educational system. I see the concept of career education as being similar to an overall philosophy of education and not a specific program, a specific class, nor a specific instructional unit within a course. The concept of career education is a concept, a philosophy, a common thread that runs throughout and penetrates all of the educational process throughout all of the educational system. I think Dr. William F. Pierce, United States Office of Education Deputy Commissioner, was on target w[illegible] said:

> This in essence is what the career education approach is all about: To reform and refocus education so that what is taught in the classroom has a clear, demonstrable bearing on the student's future plans--whether these plans be to find a job immediately, to go on to college or graduate school, or some other form of advanced training, or to enter the world of work for a time and then return to education, and in any case to enable the student to go forward secure in the knowledge that he or she is prepared to deal with the world on its own terms.

The concept of career education is not an attack on the arts and humanities, the hard sciences, the transfer program or any other single category of the educational system. Career education is not another way of saying "vocational-technical education." The concept of career education does embrace the programs we have referred to as vocational-technical programs. But it also encompasses all other segments of the educational program including the arts and humanities, hard sciences, etc. Career education is a new philosophy, a challenge, to all segments of education and all disciplines as we have known them in the past.

With this, a modest attempt to limit and delimit my concept of career development and more specifically, the concept of career education; let me now turn to the community college and its responsibility in the area of career development. The concept of career development, as I see it, sets forth a concept of career education which will challenge to the maximum, those community colleges in existence or that spring forth in the future to build the breadth and scope of curriculum necessary to serve the great span of needs possessed by individuals with changing life roles.

The career development concept and the resulting concept of career education in the community college is basic to the philosophy of a comprehensive institution. That philosophy or concept identified the individual as the foundation upon which all decisions are made within that institution. There are what I would call two themes for the concept of career education in today's comprehensive community college. I have labeled these themes "specialization" and "regeneration," neither mutually exclusive of the other.

First, the theme of "specialization." Webster's dictionary defines the term "specialize" to direct toward or concentrate on a specific end; or to adapt to a special condition, use or requirement.... In terms of the concept of career education, specialization means to direct toward, concentrate on, or refine one's ability in a specific or group of life roles. Take an individual who desires to gain more knowledge and/or skill within a life role and develop that specialization. For example, this may mean that a person's avocational life role in the area of water skiing will be refined and developed to a greater level of proficiency. It could mean the citizen of a community wants to become more able to serve as a member of city council or it may mean that an individual wants to become more specialized in a particular occupational field. The career education concept specialization theme is a means of helping an individual to refine his or her ability to enable them to perform a particular life role or segment of a life role in a more proficient manner.

The second theme, being "regeneration," we find in the Webster dictionary a definition "renewed; restored; make better, especially after a decline to a low or abject condition; or to form or bring into existence again; re-establish on a new basis." From a biological standpoint, regeneration is to grow a replacement part, in forestry it is to reforest the area, and in education it should be renewing one's capability to perform one or more of the life roles. We have talked about the changes in technology and the changes in society. We have acknowledged the change in an individual. We have emphasized the acceptability of change as a whole way of life today. It is this change which has fostered the concept of education as being from the cradle to the grave. New knowledge being acquired in our world is increasing at such a rapid rate we can't even keep statistics current on the rate of this knowledge explosion. So, with change and with the increase of knowledge it is increasingly important to provide an educational system which can accommodate individuals who are ready or in need of assistance to cope with these changes and with this growing knowledge explosion facing us daily. No longer can we expect education to be something for the youth that, following "graduation," will enable them to perform their life roles for the remainder of their life. The community college must accommodate adults at all age levels in their need for these life role changes.

To translate the career education concept into educational activities within the community college let me present some examples to you illustrating how I think the community college should perform when the career education concept is in action.

Example A--A recent high school graduate does not know what she wants to do with her life. She has come through a respectable high school program in college preparation and has proceeded to the local community college because of peer pressure, parental influence, and lack of personal goals.

In this particular case it would be desirable that the community college provide a diagnostic program to accommodate this individual. This diagnostic program would not be normal enrollment in a number of classes allowing the student to flounder about the campus looking for life goals. Instead, it is conceivable that the college would develop a specific program for students of this type which would enable them to become aware of the need for life goals, aware of a variety of potential life goals, and an exploration within these various life roles. The program would consist of personal counseling, group counseling, orientation classes, and in potential areas such as community service experience, the development of a "buddy system" with fellow students, or a part-time job of a non-skilled nature. The program would be designed to place the student in a situation where the options available are clearly defined and the student has an opportunity to explore those options most desired by him or her.

Our present system of providing awareness and exploration through our regular classes is by happenstance more than by planning and does not provide a viable framework for decision making on the part of the student. It is completely feasible that through this diagnostic program the student may conclude that this community college is not his or her avenue to the new established life goals. This is a desirable and admirable function for the community college to perform.

Example B--The Viet Nam veteran has recently returned from the service to his home community and has limited training in the area of communications with experience in applying this training on both military bases and in the jungles of Viet Nam. This individual has decided that he wants to get married, to rear a family, to become a participating member of the community, and to work in the communications field. Furthermore, he has decided that he specifically wants to work for the telephone company and become a line repairman.

The community college has an obligation to this indivdiaul to provide him with credit for what he already knows in line of his occupational goals for life and should provide the additional training necessary to prepare this individual to work for the telephone company. The individual should be allowed to challenge or complete performance testing to receive credit for his past learned skills and knowledge and should be diagnosed in terms of what additional skills and knowledge are necessary to complete the program. In this case, it could be quite possible that the individual would need two terms of community college work to complete his skilled training and to pick up some information in the area of family living. The general education courses such as math, science, English, etc., which are necessary to round out this individual's knowledge and skill to perform in his selected life roles could be scheduled according to his determined needs. The specific principles taught in these classes would be taught in an applied manner to perform the life roles designated by the individual.

Example C--The housewife in her early forties has found her household vacant with her children married and gone and her husband thoroughly involved in his job, leaving her with too much time on her hands and a desire to contibute to society and her own well being. This individual has completed her high school education a number of years ago and has not taken any courses nor been involved with the community college during those years while serving as a housewife and mother. She wanders into the community college registrar's office looking for a course to take.

In this case the community college is obligated to provide the "regeneration" referred to earlier. This housewife is changing her family life role, very likely her citizenship role within the community, and most probably her occupational role. Again, this case requires a great deal of diagnostic attention providing the individual with awareness and exploration of the various alternatives available to her. As in

Example A, this individual does not need to be cast into a number of different course to test her interest, but rather, needs a planned awareness and exploration opportunity. In her case, the awareness and exploration must be at a different level of maturity than that which was provided to the recent high school graduate. It is very possible that this individual, after going through the awareness and exploration program, has decided on an occupational role which will require a baccalaureate degree from college. With this decision, the community college has the responsibility of guiding the student in terms of selecting the institution which would most adequately provide for her needs as expressed with these new life roles.

I could go on citing other examples and I'm sure you could add even better examples to my list illustrating the career education concept in action. It is important to remember that the career education concept dwells on the individual and his or her needs. The aim is to capacitate the individual to fulfill his or her established life roles. In implementing the career education concept there is a need for the community college programs, classes, and instruction to keep these life roles in proper perspective and to concentrate on, and not be limited to, the occupational life role.

The community college is a practical delivery system with a variety of expertise, a close relationship with the community, largely unhampered by the rules, regulations, and traditions normally surrounding more formally established institutions.

The comprehensive community college is indeed a practical delivery system for the career education concept and can serve as a major influence in the career development of a variety of individuals within the community. The career education concept will require this comprehensive institution to move from a discipline oriented program and one in which the learning of subject matter in itself becomes the end, to a program which is service oriented to the individual through aiding the student to establish life goals and to assist the student to become prepared in performing these life roles.

With the implementation of the career education concept I look toward the emergence of a new breed of community colleges and a redirection of the present ones. I would expect the old or traditional categories of occupational education, transfer programs, adult education programs, community service programs, etc., to disappear from the scene and to look upon the comprehensive institution as being geared to serve each individual's needs regardless of age, goals of life, ability to attend classes during the day or evening, length of enrollment in the community college program, etc. I would also see an increase in the movement toward making the community the campus, and the campus a more integral part of the community.

The career development theme through specialization and regeneration is today's demand by society for education to become responsive to the individual and to enable an individual to re-enter the educational process when and where necessary to accommodate changing life roles. The career development theme in the community college will require a change in the philosophy of the teaching staff, the administration, the board of directors, and even the students who think of the institution as existing for reasons other than the meeting of student needs.

The challenge that lies before those of us here today and to every person in the community college setting is four fold:

1. Each of us must decide whether we understand and accept the concept of "career development."

if we do

2. Each of us must decide if we are committed to the career education concept.

if we are

3. Each of us must plan and implement a strategy for making the career education concept a guideline by which we carry out our specific role in education daily.

and, if we do

4. Each of us must become a part of an overall plan to implement the career education concept throughout our institution and throughout the entire educational system.

Are you committed? If so, what's your next step going to be?

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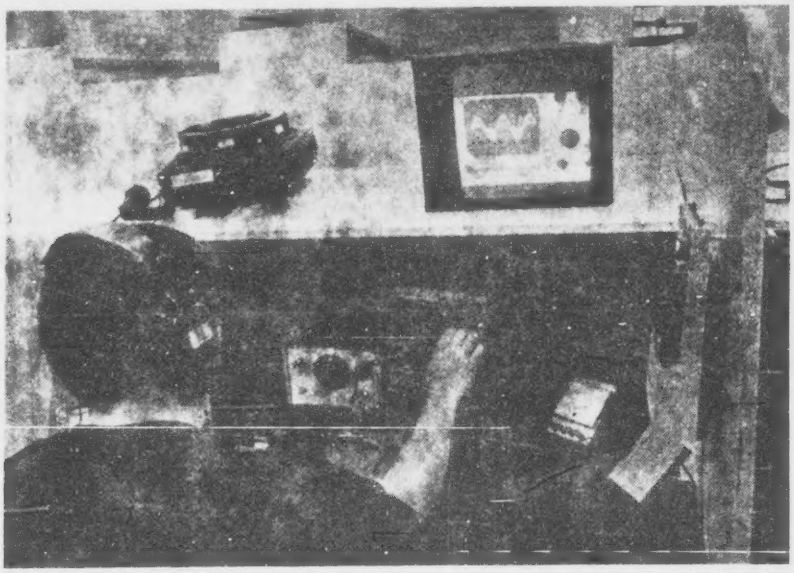
HOW TO AVOID MISTAKES IN INDIVIDUAL PACED INSTRUCTION

GILBERT L. RAINEY
PURDUE UNIVERSITY
DEPARTMENT OF ELECTRICAL TECHNOLOGY
WEST LAFAYETTE, INDIANA 47907

Instructional systems that provide each student with the opportunity to work at a pace that is determined by his ability, background and motivation are now a reality. Unfortunately, the "missionaries" of Individual Paced Instruction, which is sometimes called audio-tutorial, find it difficult to clarify the problems of IPI to excited converts. The obvious advantages, coupled with the hope that ALL problems will be solved, may lead to over commitments by teachers and administrators. In an effort to optimize the learning process, it is a fatal mistake to assume a simple solution exists for a very complex problem.



STOP, LOOK, AND LISTEN !

Before committing a course or program to Individual Paced Instruction STOP! Take the required time to read the available literature that explains the Individual Paced Instruction system. LOOK! Visit a department that is using the system. During the visit, observe the physical layout and the procedures used to handle the students in the LEARNING CENTER. LISTEN carefully to the explanation of the operating procedures and request information about the problems.

Individual Paced Instruction systems must provide the student with a variety of instructional materials. The existing systems use audio tape cassettes, color slides, film strips, video tapes, programmed textbooks and conventional textbooks. Conversion to Individual Paced Instruction requires one of the following:

1. Production of audio-visual instructional materials such as audio tape cassettes and color slides to match the existing courses.
2. Adaptation of instructional materials used in successful IPI programs to your courses.

Programs may be developed by either method, but the success will depend upon the dedication of the people who are behind them.

IPI LABORATORY PROGRAM

The laboratory portions of conventional courses are readily adapted to audio-visual tutorial methods, and the conversion to IPI will provide the LEAST DISTURBANCE to the existing curriculum and operating procedures.

Since successful Individual Paced Instructional systems are in operation at a number of institutions, the obvious time-saving method to start an IPI program is to use existing instructional materials and methods. The temptation is to expect inexperienced personnel to operate the complete transplanted system without problems, frustrations and failures. This procedure may be successful in the future; but, at this time, the duties and responsibilities of the instructional team have not been documented adequately to prevent mistakes and misuse. Transplanting a program can be successful if the department will realize that support and time allocations must be provided.

IMPLEMENTATION REQUIRES TIME

Inexperienced teachers and administrators sometimes overlook the need for time to implement the IPI laboratory program. The organization of the laboratory must be carefully planned. Since students are working at their own pace, they are less tolerant of lack of planning, inadequate equipment and shortages. Captive students in conventional laboratories often overlook deficiencies because their time is already committed for a fixed time period for the assigned task. The best instructional materials will fail if the teacher is not convinced that the method is superior to conventional methods and is determined to make it a success. Planning, organization and good management are essential ingredients for a successful IPI program.

DEVELOP AN IPI LABORATORY PROGRAM

The new convert to the IPI system may insist that existing materials from other schools are not adequate and decide to develop new materials. The desire to "do your own thing" and develop the materials is natural. Unfortunately, very few teachers or administrators have any concept of the nature of the task that is to be completed. If the entire program is to be developed, the department must be willing to free significant amounts of faculty time. In addition, the department must be realistically assessed to determine if the personnel with expertise are available to design the complex system to meet the program objectives. If all personnel are inexperienced, but the decision is to develop the instructional materials, then it is suggested that the teacher should concentrate on a single topic.

START A SMALL PROJECT

An easy starting point for the implementation of the IPI system is the use of audio-visual equipment to provide sutdents with information about a single topic. A low cost audio tape may be produced to provide students with guidance during the performance of experimental procedures or the operation of an instrument in the laboratory. The "HOW TO" perform a routine task or "HOW TO" operate instruments or equipment is an ideal starting point. The addition of visual materials such as film strips, color slides, movies and video tapes provide additional visual information that is required by some students.

An alternate starting point is to make an audio tape to accompany a work sheet or study guide. A topic that causes difficulty for a large number of students could be selected. Students are then free to listen to the tape at their convenience in the library or laboratory. These small units are called modules, minicourses, learning activity packages, or unipak at some institutions. To organize these materials into integrated learning experiences will require the careful analysis of course objectives.

WRITING OBJECTIVES

During the early investigation of the Individual Paced Instruction System, it will become apparent that the department must be willing to do the very difficult job of analyzing the behavioral objectives of the courses. In many cases, it will be necessary to write the objectives for the first time. Writing objectives that are specific, clearly stated and measurable is hard work. If you feel that it seems simple, you probably do not understand the problem.

MODULES

The small project combined with behavioral objectives provides the basic ingredients for the complete Module, which is sometimes called a learning activity package. In the laboratory, the conventional series of laboratory experiments may provide the basis for a sequence of Individual Paced laboratory experiences. The complete Module contains:

1. Diagnostic tests
2. Instructional objectives
3. Information (audio tapes, color slides, movies, video tapes, programmed and conventional textbooks)
4. Workbooks
5. Laboratory experiences
6. Self tests
7. Post tests

Placing a lecture on audio tape is not a Module! The information on the audio tape should be planned to involve the student in the learning process. Student activities such as answering questions in a workbook, solving problems, completing laboratory experiences, reading supplementary materials, and self testing must be integrated with the dissemination of information to provide dynamic learning experiences.

COMPLETE IPI SYSTEM

The complete Individual Paced Instruction system requires the following:

1. Diagnostic Tests
2. Information Storage Systems
3. Information Retrieval Systems
4. Information Dissimination Systems
5. Facility and Instructional Materials for Independent Study
6. Facility and Instructional Materials for Individual Experimentation
7. Facility for Seminars and Individual Conferences
8. Follow-up Diagnostic Tests

All physical parts of the system are possible at the present time; but, the methods for the implementation of the system is not obvious to most educators, and the development of the coordinated software and hardware has hardly been started. A number of years of developmental work and operating experience will be necessary to implement the complete IPI system. In addition, many faculty members may find it difficult to convert from mass instruction techniques used in the lecture hall to individual contacts and small seminars.

If you have an IPI program in operation, we would like to have information about your success or problems. For additional information, write to G. L. Rainey, Department of Electrical Technology, Michael Golden Labs, Purdue University, West Lafayette, Indiana 47907.

A GOAL-ORIENTED
INDIVIDUALIZED DELIVERY SYSTEM
BASED ON A CAREER CLUSTER MODEL

Ontario Ministry of Colleges and Universities
B.T.S.D. National Workshop
Prince Edward Island
May, 1973.

THE TARGET SYSTEM

The purpose of the Target System is to provide a goal-oriented individualized delivery system based on a career cluster model.

The career cluster provides a flexible referral system and a base for designing a liberal education system.

Steps In Designing the Model

1. Determining Individual Needs

A. Program Cluster

The client is referred to the college as a candidate for a program cluster.

The clusters are based on the major unit clusters defined in the Canadian Classification Dictionary of Occupations - (Appendix "A").

The Ontario program clusters are attached as(Appendix "B".)

As an example, the student would be referred to a business and commerce program where a block of seats have been purchased by Manpower covering all the business and commerce occupations such as accountancy, stenography, clerks and typists.

B. Prescriptions for Student Programs

When the student is received, the college administers pre-tests which immediately identify the need for remedial academic programs.

The academic prerequisites for the skill program are written in performance terms and are part of the learning sequence.

A sample of business and commerce prerequisites is shown in Appendix "C".

The prerequisites for a skill program cluster are the terminal objectives for the academic upgrading programs. The problem here is to identify the proper terminal objectives for a cluster in order to provide a liberal base for the student for any program in a cluster and hopefully for all the other life situations the graduate will meet.

For a short period of time (2 to 3 weeks), the student remains in a core program where he completes pre and post tests. From the results of the tests, observation and consultation with the student and Manpower, a program prescription is written.

2. Building The Delivery System

A. The Resource Base

The student prescription for a program is based on a minimum set of standards agreed upon between the colleges and industry. The standards are set out in two documents.

The first document is a monograph used for counselling purposes and states in behavioural terms what may be expected from a graduate on program completion. Our system has defined these statements as terminal objectives and they are very similar to the type of statement you would find in the C.C.D.O. criteria to evaluate the student may not be included.

Sample monographs of the Bartenders and Marine Mechanics program are illustrated in Appendices D and E.

The second document is a monograph used for curriculum purposes. The statements in this document are derived from the terminal performance objectives by adding the criteria for student measurement if required. We call these intermediate objectives. (Appendix "F")

We have now set the minimum provincial standards for a program (Appendix "G").

These standards can be plotted as a matrix or network for a cluster of programs. (Appendix "H")

Programs can be designed using the Dacum Block or module method by selecting the appropriate grouping of IPO's. Some IPO's could be modules in themselves depending on your student tracking system.

What we are building here is a resource based that could be acessed for a variety of needs such as OJT, TIBI and extension programs.

B. Coding the Resource Base

The delivery system is designed to provide a line of communication between industry, the institution and the student. A common information base is required which takes the form of performance objectives for the industrial clusters, banked in a central location for general access. We are using our College Bibliocentre as our bank.

To access information for an occupation or program, we use C.C.D.O. code numbers with additional digits for allied programs.

The crossover from an occupation or program to select objectives from our objective clusters is paper based. We use the curriculum monograph to select the appropriate objectives for this purpose.

The coding system for the objectives at this time is under review. We have tried a function-based code as you have noticed in our Business and Commerce example but we feel a modified Library of Congress will probably be of greater value. We want to access the resource bank outside of specific occupation program needs. As an example, a law and security program (cluster #61) requires the same objectives as a clerk (cluster #41).

The resources to support the individual objectives are coded with Library of Congress code numbers. These resources are the key to the system and may be produced by faculty, or obtained through the usual commercial channels. A summary of our banking and coding system is shown in (Appendix "I".)

C. Level Code

Each objective is coded into its appropriate level. We are using the C.C.D.O. - General Educational Development (GED), which will be cross-indexed with Ontario's Academic Upgrading program.

D. Tracking

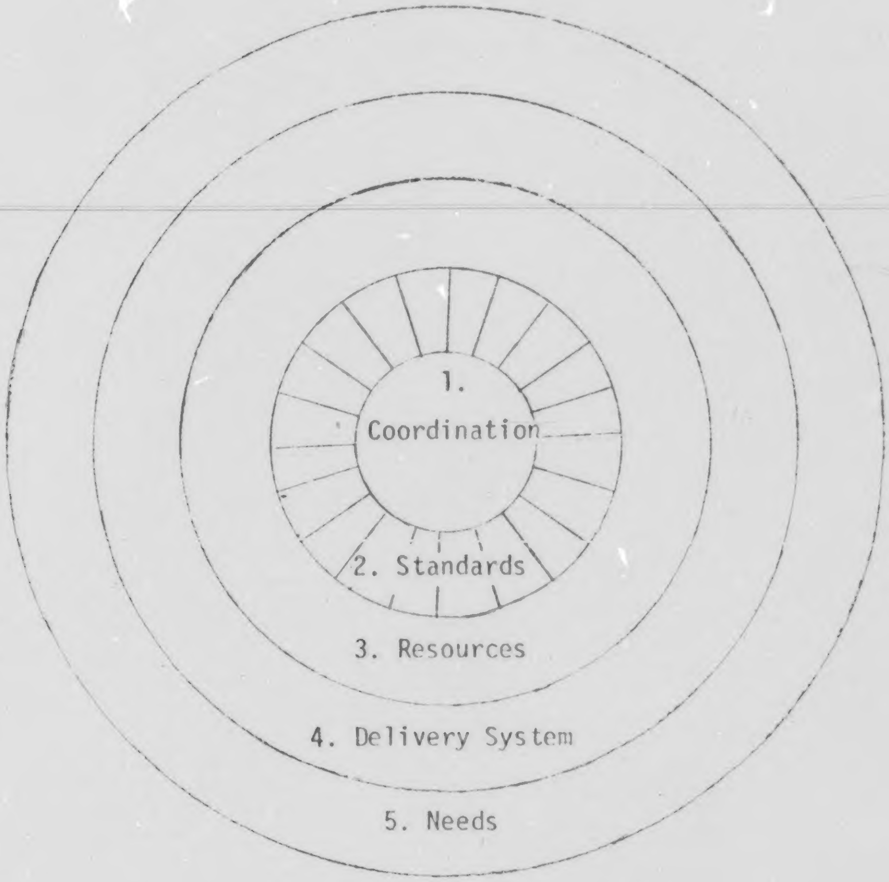
An individualized program for each student has now been designed and the resources to support the delivery system identified. As the student moves through his program at his own pace the administration must decide when the student, teacher and institution requires feedback. Our experience has shown that this is a highly individualized problem for each institution. The tracking systems vary greatly but the base for the systems can be a common base supplied by the resource bank. The base depends on the format for writing the intermediate objectives. In essence if they are written in generic terms much of the information from and regarding the varied tracking systems can be interchanged.

Summary

A model of the system that can be used either as an institutional or agency model is shown below.

The Target System

To Arrange Educational Technology



1. Coordination - by agency or institution
2. Standards - by industrial clusters
3. Resources - fed into bank by 2 and 4
4. Delivery System - designed by institution
5. Needs - individuals, industry, Manpower

W.I. Rapson
May, 1973.

Appendix "A"

MAJOR, MINOR AND UNIT GROUP CODE

MAJOR GROUPS

11	Managerial, Administrative and Related Occupations
21	Occupations in Natural Sciences, Engineering and Mathematics
23	Occupations in Social Sciences and Related Fields
25	Occupations in Religion
27	Teaching and Related Occupations
31	Occupations in Medicine and Health
33	Artistic, Literary, Performing Arts and Related Occupations
37	Occupations in Sport and Recreation
41	Clerical and Related Occupations
51	Sales Occupations
61	Service Occupations
71	Farming, Horticultural and Animal-Husbandry Occupations
73	Fishing, Hunting, Trapping and Related Occupations
75	Forestry and Logging Occupations
77	Mining and Quarrying Including Oil and Gas Field Occupations
81/82	Processing Occupations
83	Machining and Related Occupations
85	Product Fabricating, Assembling and Repairing Occupations
87	Construction Trades Occupations
91	Transport Equipment Operating Occupations
93	Material-Handling and Related Occupations, n.e.c.
95	Other Crafts and Equipment Operating Occupations
99	Occupations Not Elsewhere Classified

COMMUNICATIONS - Commercial Prerequisites

Program			Objective			
Major	Minor	Allied	Subject	Level	No.	Resource
4111	000	0	02	0	000	000

ject	Level	No.	Resource	Conditions	Learner/ Action	Measure	Criterion
02	3	001		Given a dictated list of 100 words, including representative business terms. (Suggested reference: Canadian Business Vocabulary,	Spell	Correct spelling	75% accuracy
02	3	002		Given 25 words (and their parts of speech) from the above list.	Write grammatically correct sentences	which clearly indicate the meaning of each word	75% accuracy
02	3	003		Given a passage 150 to 200 words without punctuation and capitalization. This passage should violate a minimum of 3 rules of the comma, 2 of the semi-colon, and 1 of the colon. Capitalization will require recognition of proper nouns and beginning of sentences	Rewrite	Correct punctuation and capitalization	75% accuracy
02	4	004		Given 25 sentences containing errors in sentence structure; for example, tense, subject-verb agreement, pronoun usage, run-on sentences etc.	Rewrite	Correct puncuation and capitalization	75% accuracy
02	4	05		Given a passage of prose. In 20 to 30 minutes, the student will read the passage once and answer a minimum of 10 questions. (Note: the prose selection should be within the reading range of the average Grade X student and test up to Grade XII level)	Read	Comprehension and reading rate	80% accuracy
02	4	006		The student will write an essay; for example an autobiographical sketch. Minimum of 150 words should be set.	Write	Sentence structure organization of ideas, clarity of expression, etc.	Maximum of 5 major errors in grammar and organization

Appendix "D"

ONTARIO

MINISTRY OF COLLEGES AND UNIVERSITIES

MOWAT BLOCK
QUEEN'S PARK
TORONTO, ONTARIO

TELEPHONE (416) 965-

MONOGRAPH

BARTENDERS PROGRAM

Canadian Dictionary of Occupations No.6123-110
Statistics Canada Program Code No. 7215

PROGRAM PURPOSE

To prepare candidates for entry into the Hospitality Industry as qualified bartenders with a sufficient degree of skill and knowledge that will enable them to function in a productive and professional manner within a relatively short period of time after obtaining employment.

EMPLOYMENT OPPORTUNITIES

Licensed establishments in the Food and Hospitality industry.

MAXIMUM DURATION OF PROGRAM

15 weeks

ENTRANCE REQUIREMENTS

Academic Upgrading 2

TERMINAL OBJECTIVES

Beverage Theory

The graduate will be able to:

a) identify and describe the origin, methods of production and characteristics of most popular types and qualities of alcoholic beverages, types and characteristics of commonly used mixes and flavouring, colouring and sweetening agents used in the preparation of cocktails and mixed drinks.

b) identify by name and explain the use of all glassware, utensils, small appliances and equipment commonly found in a cocktail bar

c) be familiar with the origin and development of cocktails

d) measure liquid and dry ingredients with 100% accuracy

Mixology

In a normal cocktail bar setting and given the necessary equipment, small appliances, glassware, smallwares, utensils, linens, alcoholic beverages, mixes and other ingredients, and ice, the graduate will:

a) Set up the bar for service by arranging and displaying the above for the efficient, safe and sanitary service of Cocktails, mixed drinks, beers, wines, and liqueurs.

b) With the correct utensils and given the necessary ingredients prepare a variety of garnishes, syrups and bases for use in cocktails and mixed drinks.

c) Given the necessary equipment, small appliances, glassware, utensils and ingredients and using approved methods and procedures with a high degree of manual dexterity will produce, pour and present for service 20 basic cocktails without the use of recipes and given similar conditions plus ingredient lists only produce a further 50 standard cocktails with 100% accuracy in proportion of ingredients and finished volume.

d) Given a cocktail menu and a guest check pad will serve parties of 4, 6, and 8. Tabulate the bill both by hand and by the use of pre-check and regular cash registers including tax with 100% accuracy. Present the check, accept cash or credit card and make change or acquire guest identification and establish authenticity of card holder's signature according to house policy and in a manner not embarrassing to the guest.

e) Using the necessary equipment smallwares and linen the student will correctly present open and pour red, white and rose wines both still and sparkling, apperatifs, liqueurs and cordials, and domestic and imported beers.

f) Know and practice correct sanitizing and handling of equipment, small appliances utensils, glassware, counters and table tops.

g) Know and practice a high degree of personal hygiene and maintain a good standard of grooming.

h) After meeting the required objectives "A" to "G" as shown above close down the bar operation according to house policies and procedures.

Human Relations and Communications

Verbally communicate accurately and freely with guests, fellow employees and management.

Using the case study method and role playing, the graduate will demonstrate a sufficient knowledge and understanding of common bartender - customer and supervisor - employee confrontations and, emphasizing the role of listener/sympathizer, be capable of handling with tact and understanding difficult or belligerant customers.

Ontario Liquor Laws

Will demonstrate a thorough understanding and working knowledge of those parts of the Ontario Liquor License Act and Ontario Liquor Control Act covering licensed establishment that will enable the graduate to prevent unwilling contravention of the acts by the Licensee, the customer or himself.

Bar Management

Demonstrate a thorough knowledge of, and practical proficiency in the areas of inventory control, requisitioning, receiving and storage with 100% accuracy. Product display and merchandising to maximise sales. Given the necessary equipment and demonstrate the care, use, cleaning and operation of bar equipment including ware washing equipment draft beer dispensers, refrigerators and cash registers and general housekeeping of bar areas.

Practical Experience

The student bartender will demonstrate in an industry setting specific skills and techniques to the satisfaction of his supervisor in a variety of locations throughout the duration of the program.

Accounting

Given the necessary forms, invoices, guest checks, delivery notes, departmental reports, accounting and control machines the graduate will be required to perform those accounting functions directly related to bartending with 100% accuracy.

AATB

January, 1973

Appendix "E"

ONTARIO

MINISTRY OF COLLEGES AND UNIVERSITIES

MOWAT BLOCK
QUEEN'S PARK
TORONTO ONTARIO

TELEPHONE (416) 965-

IN REPLY, PLEASE REFER TO FILE:

MARINE AND SMALL POWERED EQUIPMENT MECHANIC

Canadian Dictionary of Occupations No.8592-1

PROGRAM PURPOSE:

To upgrade the skills and knowledge of the trainee in the use of Tools: Equipment and Technical Information in the service; Overhaul and maintenance of Air Cooled and Marine Engines.

EMPLOYMENT OPPORTUNITIES:

In both cities and smaller communities, in the rapidly expanding areas of self-propelled snow vehicles; portable generating plants; chain saws; lawnmowers; auxiliary starting motors; outboards-inboards, etc.

DURATION:

40 weeks

ENTRANCE REQUIREMENTS:

Academic Upgrading 2

TERMINAL OBJECTIVES:

Topic - Handtools

The trainee will demonstrate his skill by selecting and using the handtools that are required by Marine and Small Powered Equipment Mechanics throughout the industry.

TERMINAL OBJECTIVES (contd..)

Topic - Shop Equipment

The trainee will demonstrate his skill by identifying, using and maintaining shop equipment commonly used in the Marine and Small Powered Equipment industry in accordance with manufacturers specifications and standard safety procedures.

Topic - Fasteners

The trainee will demonstrate his skill by using the common fasteners that are applied to the Marine and Small Powered Equipment Mechanics industry for their specific application.

Topic - Engine Servicing

The trainee will demonstrate his skill in diagnostic procedures, disassembly, repairing, reassembly and adjustments of the components parts of the engines used in the Marine and Small Powered Equipment industry and test each unit to manufacturers specifications.

Topic - Lubrication

The trainee will demonstrate his skill by identification of lubricant qualities, diagnose faults, repairing and testing lubrication systems that are used in the Marine and Small Powered Equipment industry to comply with manufacturers specifications.

Topic - Carburetion

The trainee will demonstrate his skill by identifying, diagnosing faults, disassembling, repairing, assembling, testing and adjustments of the carburetion systems used in the Marine and Small powered Equipment Industry to manufacturers specifications.

Topic - Fuel Supply Systems

The trainee will demonstrate his skill by identifying, diagnosing faults, disassembling, repairing, assembling, testing and adjusting fuel supply systems used in Marine and Small Powered Equipment industry to manufacturers specifications.

Topic - Ignition

The trainee, will demonstrate his skill by identifying, diagnosing faults disassembling, perform necessary repairs, reassembling, testing and adjusting the ignition systems used in the Marine and Small Powered Equipment industry to the manufacturers specifications.

Topic - Cooling Systems

The trainee, will demonstr his skill by identifying, diagnosing faults, disassembling, repairing, assembling and testing the components of the cooling system used by the Marine and Small Powered Equipment industry.

TERMINAL OBJECTIVES (contd..)

Topic - Starter Systems

The trainee, will demonstrate his skill by identifying, diagnosing faults, disassembling, repairing, assembling, testing components of the starting systems used in the Marine & Small Powered Equipment industry to the manufacturers specifications

Topic - Charging Systems

The trainee, will demonstrate his skill by identifying, diagnosing faults, disassembling, repairing, reassembling and testing the components of the charging systems used in the Marine and Small Powered Equipment industry to manufacturers specifications.

Topic - Drive Systems

The trainee will demonstrate his skill by identifying, diagnosing faults disassembling, repairing, assembling, testing and adjusting the drive systems that are used in the Marine & Small Powered Equipment industry.

Topic - Boat Rigging

The trainee will be able to fit and repair electrical systems, steering, gear shift and throttle controls that apply to power boats and install motor units.

Topic - Plastics

The trainee will be able to use plastics to repair hulls and body work of pleasure vehicles relating to the Marine & Small Powered Mechanics industry.

Topic - Trailers

The trainee will install, maintain and adjust electrical and mechanical components, select trailers for correct loading requirements.

Topic - Parts Merchandising

The trainee will demonstrate his skill in maintaining a simple parts merchandising system, controlling inventory and shop work order procedures which could be applied to a Marine & Small Powered Equipment service operation.

Course Description

The course includes mathematics, science, communications, blueprint reading, welding and business practice.

Appendix "F"

BOOKKEEPING

Program			Objective			
Major	Minor	Allied	Sub.	Lev.	No.	Res.
4111	000	0	01	0	000	000

ubject	Level	No.	Resource	Conditions	Learner/ Action	Measure	Criterion	Sample Task
01	3	001		Given an ungrouped list of Asset and Liability balances (not more than twelve in number)	PREPARE (Write)	A Balance Sheet	To accepted Accounting Standards (see note)	To be taken from any Elementary text
01	3	002		Given an ungrouped list of revenue and expense account balances (not more than twelve) and information necessary to calculate Cost of Sales.	PREPARE	An Income Statement	To accepted Accounting Standards (see note)	To be taken from any Elementary text
01	3	003		Given a list of simple business transactions (not more than 25)	Enter (write)	A General Journal or Journal Vouchers	"	"
01	3	004		Given the Journal Entries in P.O. 003 (correctly entered)	Post (write)	General Ledger	"	"
01	3	005		Given a General Ledger containing not more than 2 errors and 25 balances	a) Locate and correct b) Prepare	Errors A Trial Balance	"	"
01	3	006		Given the Trial Balance in P.O. 005	PREPARE	a) Six-column Work Sheet b) Financial Statements	"	"

Appendix "G"

Accountancy

CCDO No. 4131-1

Communications	Prerequisites:	02-3-001 to 02-4-006
Mathematics	Prerequisites:	07-2-001 to 07-3-004
	T.P.O.s:	07-3-005 to 07-5-033
Office Practice	Prerequisites:	08-3-004 and 08-3-005
Typing	Optional	
Accountancy	T.P.O.s:	01-3-001 to 01-3-014 and 01-3-015 to 01-5-029
Life Skills	Optional	(Select particular objectives)
Consumer Education	Optional	(Select particular objectives)
Business Machines	T.P.O.s:	12-2-001 to 007
Law	T.P.O.s:	05-4-001 to 017
Economics	Optional	Under development
Marketing	Optional	

COMMERCIAL MATRIX

SECRETARIAL PROFILE

Accounting

AC 903/1
AC 902/9
/8
/7
/6
/5
/4
/3
/2
AC 902/1
AC 901/9
/8
/7
/6
/5
/4
/3
/2
AC 901/1
AC 900/9
/8
/7
/6
/5
/4
/3
/2
AC 900/1

Business Math.

BM 908/1
/9
/8
/7
/6
/5
/4
/3
/2
BM 907/1
BM 906/9
/8
/7
/6
/5
/3
/2
BM 906/1
BM 905/9
/8
/7
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/8
/7
/6
/5
BM 902/1
BM 901/9
/8
/7
/6
/5
/4
/3
/2
BM 900/1

Business Machines

BMM 900/7
/6
/5
/4
/3
/2
BMM 900/1

Charm

Communications

BC 900/4
/3
/2
BC 900/1

Dictaphone

Economics

Filing

Office Practice

OP 900/2
OP 900/1

Office Machines

BO 900/2
BO 900/1

Shorthand

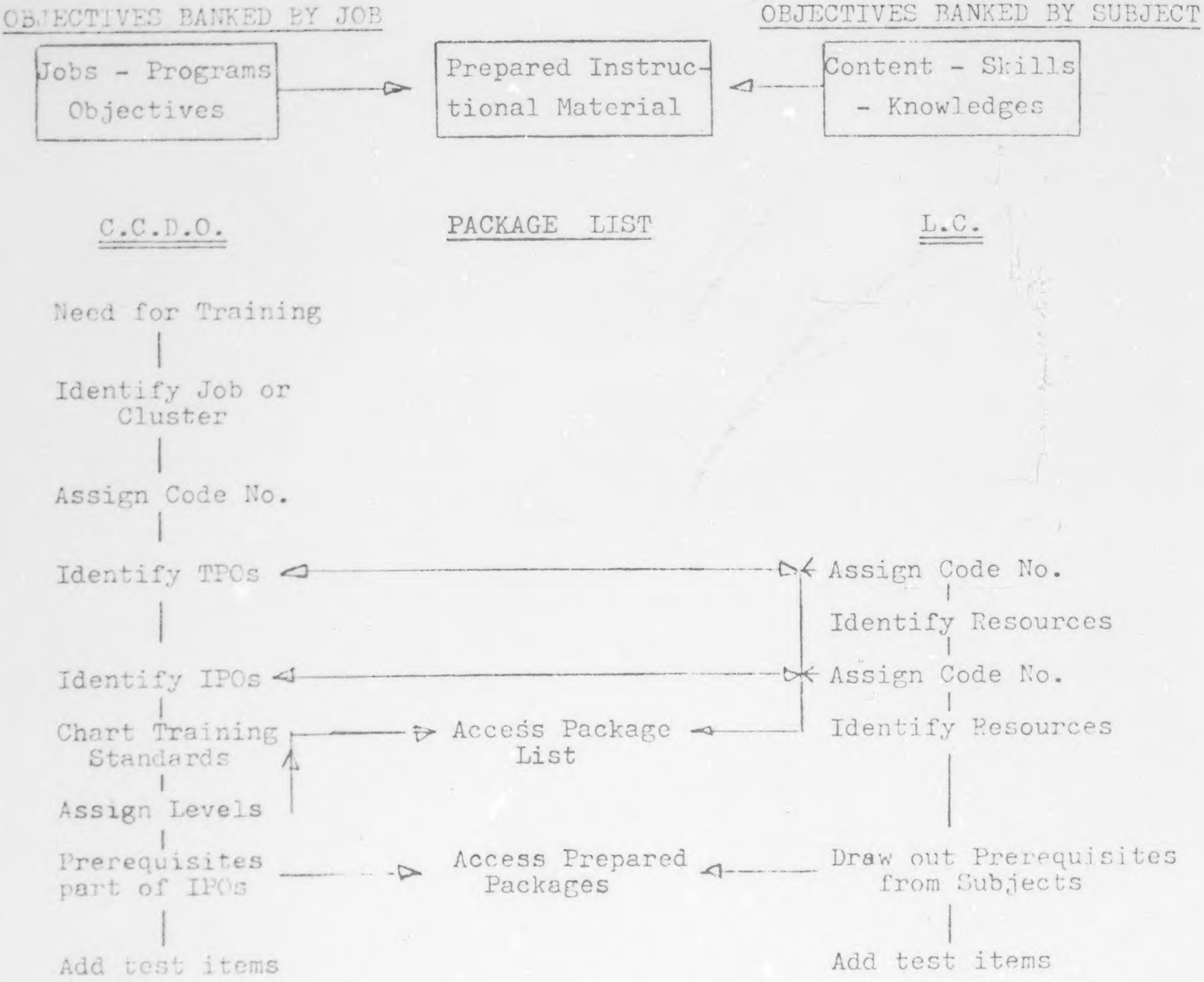
SH 900/2
SH 900/1

Prerequisite

CC 900/2

Appendix "I"

SUMMARY



"An Experiment in Change---Burlington County College"

By

Dr. James O. Hammons
Center for the Study of Higher Education
Penn State University

Fourth Annual International Institute of the Community College, Lambton College, Sarnia, Ontario, Canada. June 11-13, 1973.

AN EXPERIMENT IN CHANGE---BURLINGTON COUNTY COLLEGE

Dr. James O. Hammons

Center for the Study of Higher Education

The Pennsylvania State University, University Park, Pennsylvania

I am happy to be here to describe four years experience in implementing a systems approach to instruction in a new college. Before I begin I would like to make it clear that I am not here as a salesman for the college presented which happens to be Burlington County College in Pemberton, New Jersey. Rather, I view the purpose of my presentation to be that of sharing my experiences with you in the hope that something I say might be of some assistance to you as you attempt to implement a more systematic approach to instruction at your institution.

As I look around the room I see a number of familiar faces, some of whom represent institutions which are doing many if not all of the things which I will be talking about today. In my work at the University, I do a lot of traveling. I have found that no one state or institution has any monopoly on innovation and creativity. I find exciting things going on everywhere I go. However, today I'm going to focus on Burlington County College and its experience in implementing a systems approach to instruction.

In consideration of the people who would be attending this conference, I decided to structure my presentation around six questions.

1. What kind of college is Burlington County College?
2. Exactly what has Burlington done?
3. Why did Burlington do this?
4. What were the factors which contributed to Burlington being able to do this?

5. What were the net results?

6. What were the problems encountered by Burlington, or, stated another way, what recommendations would I have for another institution that was considering incorporating a systems approach, or, stated even more directly, What would I do differently if I had it to do over again?

That's a preview of what's to come. Because I literally believe that a picture is worth a thousand words, I will use some slides* to help you visualize my answers to these questions.

WHAT KIND OF COLLEGE IS BURLINGTON COUNTY COLLEGE?--Burlington is one of fourteen comprehensive community colleges in New Jersey. It is located about midway between Philadelphia and the Atlantic Ocean. Now completing its fourth year of operation and its second year in a new campus, Burlington offers courses at six different locations. At the end of its third year it was accredited by the Middle States Accrediting Association. Enrollment this past fall was just over three thousand students. As this slide indicates, the growth during the first three years has been rather rapid. Similar to many other community colleges, Burlington started operation in a high school--complete with trailers. Classes the first year ran from 1:30 in the afternoon until 10:00 at night. The high school which rented us space operated from 7:30 in the morning until 1:00 p.m. That left a thirty-minute break between the ending of their classes and the beginning of our classes. This allowed their students and their cars to leave and our students and their cars to arrive. I might add it also allowed the high school faculty members time to lock most of the doors to the classrooms. (Tradition is hard to change.) As you might expect, life in the high school wasn't exactly easy although it was better than what I had experienced once before in a similar situation at Miami-Dade Junior College in Miami, Florida when we allowed only ten minutes for the

*This is a typed version of the verbal portion of a narrated slide presentation. Consequently, the reference to slides.

HAMMONS. .cont'd

changing of the cars. As [illegible] you with similar experiences might expect, our two biggest problems were [illegible] and smoking.

The next two slides illustrate the improvising you can do in a high school. The first shows our setting up library shelving in one of the two cafeterias in the high school. The next shows our print shop and AV production areas set up in what was formally a serving line. Not shown is the portable cafeteria food line for graduating seniors which they operated each day from 11:00 a.m. until 1:00 p.m. As an administrator and facilities planning consultant, I was very impressed by this multiple use of space as college library, AV production area, and high school cafeteria. In fact, I thought it so unique that I repeatedly tried to get our LRC director to write it up as for a journal article. However, each time I mentioned it, he would mumble something about being drummed out of the profession and would change the subject.

Our second year we moved to the permanent site of our campus but into demountable buildings. Erected in less than ninety days this is what they were suppose to look like and here is how they actually turned out. We made it through that year with few difficulties. Smoking was no longer a problem and we had plenty of parking.

Our third year we moved into new facilities which were really quite nice. Here are some shots of these facilities.

If you have been counting, that was three moves in three years. If you add to that the move into the high school, that's four. Perhaps that is why some people called us the gypsy college. Thus far, I've talked about facilities. Now let me tell you about the county, the students, the curriculum, the faculty, and funding.

The county is a mixture of rolling farmland dotted with fruit stands, quiet suburbs and factories. The population served by the college numbers 300,000. There are some 14 high schools in the county which graduate a total of 5,000 seniors each year.

The students attending Burlington County College are no different than most other students at other community colleges. About 13% are black while the county is 11% black. Some are young, while others are not. They come in all sizes and shapes, and on such measures as the ACT Test, they are not significantly different from students at other two year colleges.

As these slides indicate, the curriculums at Burlington County College are also rather typical of those at most comprehensive community colleges and, as you might expect, only about one third of the students are enrolled in career courses.

The one distinguishing characteristic about the college is the faculty. First of all, I think they are probably younger than most community college faculty. The average age when I left was 34 and the average teaching experience was approximately six years while the average educational experience was approximately a Masters Degree plus twenty credits beyond. They were also unique in that they represented a rather wide geographic area. At that time, there were 23 different states represented by the 61 faculty members. They had done work in more than 200 different institutions. However, the main distinguishing characteristic of the staff was their creativity in instruction which I'll comment on later.

In so far as funding was concerned, the college is supported, as are most community colleges, by a combination of tuition, local, state, and federal funding. By now you should have a pretty good picture of what the college is like. Now let me turn to what it has done.

EXACTLY WHAT HAS BURLINGTON DONE?--First of all, let me make it clear that Burlington has not completely individualized all of its courses.

In fact, I don't know of any school that has. At Burlington a difference is made between a systems approach and individualized instruction. You can have a systems approach at Burlington and either have or not have individualized instruction. The belief at Burlington is that systems is a way of thinking applicable to any mode of instruction while individualized instruction requires procedures and materials which are developed to facilitate a student moving at his own rate.

Thus, while not all of the courses are individualized, all of the courses at Burlington are taught using the systems approach to instruction. At Burlington, for every unit of every course, the students are presented with: 1) a reason why they should learn something; 2) a list of learning objectives; 3) information regarding how this can be learned; 4) grades are determined by the extent to which learning objectives of the course are achieved; and 5) revision of the course is based on feedback from students. That is essentially what systems means to Burlington. The vehicle used to communicate these things to the student is called the Learning Packet. These are learning guides given to all students at the beginning of each unit of study. In some instances they are sold in the college bookstore for a penny a page. This was done for student convenience and to avoid cluttering faculty offices with large heaps of paper.

In addition to the learning packet, each student in each course is given a course syllabus--that's right, each student, not just the chairman. This contains a number of items including course title, prerequisites, a rationale for the course, general course goals and objectives, a statement of the weekly pattern of course activities (if there is one), a listing of required tests and materials, a statement or the requirements for various grades, and the instructor's policy on attendance.

Another departure from more conventional teaching is the abandonment of scheduled laboratories in favor of open labs using audiotutorial methods. This is true in virtually every laboratory course including secretarial science, accounting, physical science, chemistry, biology, mathematics, behavioral sciences, reading, and communications. The end result of all of this is that in about one-third to one-fourth of the courses at Burlington, students are able to begin and/or end their courses at other than the beginning of the term.

WHY DID BURLINGTON DO THIS?--Now I would like to explain briefly why Burlington decided to employ a more systematic approach to instruction. For one thing we saw no sense in reinventing the wheel. We knew that traditional or conventional methods were not working; that in all too many community colleges, the philosophical open door had become in practice a revolving door.

Another factor was our desire to keep instructional cost at a reasonable level. We were aware of research findings which indicate that no matter what you do, no one method seems to be significantly better than the other. Consequently, it made sense that we should use an approach which was economical. (This research is well documented in the book, Teaching/Learning Paradox. If you haven't read it, I commend it to you.) That you can be innovative and still keep the costs down is well illustrated by Burlington. When I first came, I set a goal of keeping instructional cost at or below the average for New Jersey community colleges. In actual practice it was never higher than third from the lowest cost and my last year, when our enrollment passed the two-thousand mark, it was the lowest in the state.

Another reason for going systems was the non-traditional nature of our student body. Traditional or conventional methods had proven unsuccessful in many other institutions with these kinds of students and therefore we saw no reason for continuing to use them.

Still another reason for our decision to utilize a systems approach was the sheer logic of the systems approach. It made sense, not just to us but to people in the community, to prospective faculty, to the board, and to students.

FACTORS WHICH CONTRIBUTED TO BURLINGTON'S SUCCESS.--I've described Burlington, briefly touched on what it has done in instruction, and why it did it. Now let us look at the factors which contributed to this. The first of these was the planning effort which went into the college. The small building in this slide housed the planning team which invested some eight-man years in the college before it opened. Now don't think that we were there eight years before the college opened. Actually, the President was there two years before the college opened and six of us were there for one year. This investment paid off. For example, as I prepared this presentation, I reread a draft on an article written several months before the college opened which described the college and some of our hopes for the future. Virtually every one of the items that we had included in that draft article were accomplished in the next three years. This long-range planning took many forms.

For example, in planning our facilities, we visited colleges all over the country to get ideas. Our normal procedure on these visits was to leave on Sunday with an empty briefcase and to return on a Wednesday or Thursday with lots of ideas, a briefcase full of materials to be read, and a roll of film to be developed. And just in case you're beginning to think we only visited colleges in Florida and California, here is a shot of a campus we visited in the mid-West while there was snow on the ground. On these trips we took along our architect and one or more board members. Our architect was from England and this was the first American college he had designed, although he had developed several British schools and colleges. We wanted him to have the flavor of the community college movement and to see things, both good and bad, at other institutions.

Having an occasional board member along performed a valuable educational function for them. Most of them had a provincial view of a community college. This widened their thinking and opened their eyes to new possibilities. As a result of these visits to colleges we avoided many of the mistakes that others had made and greatly improved the development of both our buildings and the college. This is not to say that we did not make mistakes. We just made different ones.

Another significant contributing factor was the time I had to recruit our chapter faculty and the effort that went into it. Here again lead time and advance planning paid off. We knew where we were going and the kind of people we needed to help us get there.

Another significant factor was a very tight curriculum. Our first three years we tried to keep the number of courses to a minimum. This enabled us to concentrate faculty curriculum development.

Another factor was our scheduling and registration system. Instead of building a schedule and fitting our students to it, we got information from the students about the courses that they needed, then developed a schedule around these. Again, the end result of this was to reduce the number of different courses offered, and thus conserve valuable faculty development time.

Another thing we did to help provide time for faculty was to move rather quickly into differentiated staffing. Near the middle of our first year we began interviewing technicians and instructional assistants to do many of the things which had previously been done only by faculty. Again, this provided time for faculty. Instructional assistants are now being used at Burlington in the communications lab, the behavioral sciences laboratory, the mathematics laboratory, the secretarial science-accounting lab, the physical science lab, the medical technology lab, and the biology lab. In addition, the idea has rubbed off on student personnel and administration in that instead of continually adding staff with a minimum of a Masters Degree, the college now does a careful analysis of the actual functions to be performed. This has resulted in several instances where persons with only two or four years of college were employed rather than persons with a Masters Degree.

A significant investment which really paid off was a rather extensive learning resources center fully equipped with both equipment and people to support faculty instructional development. For example, when faculty write objectives, someone has to type them, and someone has to duplicate and collate them. This scene from our print shop was not uncommon for the first two years. At times the print shop ran 24 hours a day in order to keep up. Included in the learning resources center were photographers, graphic artists, recording studio technicians, vari-typists, and persons to maintain equipment, etc.

Another and probably one of the most important elements in the success Burlington has enjoyed was the decision to appoint an educational development officer. In case you're not familiar with that term, the EDO is the name given to describe the person or persons on a community college campus who is responsible for assisting faculty in employing a systems approach to instruction. I employed our EDO at the start of our second year, and I can say now that the money spent for his salary and the clerk who assisted him was perhaps the best spent money at Burlington County College. The EDO made many contributions. One of the most significant of these was the way he took over our two-week orientation program for new faculty. As you have learned, you don't just go out and recruit faculty members who are familiar with the systems approach. You've got to teach them how to use this, and this was the purpose of the two-week orientation program for new faculty members. Our EDO assumed the responsibility for developing this and did an outstanding job. The normal comment from faculty participants was that they learned more during these two weeks toward assisting them in teaching than they had learned in graduate school.

The EDO also ordered books and non-book resources for faculty to use in improving their knowledge of teaching. Here you see part of our instructional improvement collection. He also held individual conferences with them and scheduled in-service training activities. Incidently, three years ago, we began giving credit for participation in in-service training toward promotion and found this to be a very worthwhile practice.

Even our calendar was designed to fit the new situation. The calendar we developed enabled us to generate 11% additional income while releasing approximately 50% of our staff each year for seven weeks of curriculum development. I don't have time to go into details on this but would be happy to talk with you about it.

Another factor was our grading system. Essentially, what we did here was to retain the traditional A, B, C, D, F, I, but give them new meanings and add an X grade. (This stands for extended incomplete.) This kept the registrars of four year colleges happy while allowing us to do our thing.

Another factor was the faculty load formula that we developed at the end of our second year. As our faculty became more and more non-conventional in their teaching and as we faced the new challenges of continuous registration, differentiated staffing, etc., it became quite clear that the traditional faculty load formula based on semester and contact hours was a hindrance.

Consequently, at the beginning of our second year I convened a committee of 15 faculty (out of 45) and six months later, after 800 manhours of meetings, the committee agreed on a proposed new faculty load formula which facilitated the kinds of experimentation we were encouraging in our instructional program.

I could go on, but let me stop and mention just one other item--faculty fellowships. These are funds to pay faculty for curriculum development. The first two summers, we spent $40,000 to support summer faculty efforts to develop curriculum materials. This again, like the learning resources support and the EDO, was our way of showing the faculty that we supported them in their efforts.

WHAT WERE THE NET RESULTS?--Now let me turn to the end products of all this. I will briefly mention six indicators of our success. The first of these is a lower attrition rate. At the end of our first semester we experienced a 17% attrition rate. This later rose to around 25% but still stayed consistently lower than the 35-45% which existed statewide.

Our grade distributions improved dramatically. For practical purposes, the D grade and the F grade almost ceased to exist while the proportion of students receiving A's, B's, and C's increased. Contrary to what you might expect, the I and X grade never constituted more than 15% of the total grades on an institution-wide basis.

Another evidence of our success was student opinion. These were consistently positive, both from students in the lower, middle and upper achievement levels. Also, contrary to what you might expect, one of the most positive groups on campus were the Dean's list students.

Community reaction and support has been generally favorable. Initially we overemphasized hardware and were accused of wasteful spending, etc. But we changed our approach and things improved. I recently learned that the county has approved funds for the second phase of the building construction and several of the public school administrators were asking for workshops to teach their faculty to use the systems approach.

Another result was our low instructional cost. As I mentioned earlier our instructional costs were maintained at a reasonable level. What I didn't indicate and a question that you might legitimately have is "Well, what about faculty salaries?" Our salaries were slightly above the median for the state, which, considering our geographic location and the cost of living in our area was quite good. When you include an excellent fringe package, and the opportunity for paid summer work, our faculty were quite well paid.

Another question about effects might be "What about the results of follow-up studies?" Several of these were made, all of which indicated that our students were doing as well as, or better, at other four year institutions than they had done with us. The same thing was true of graduates who had entered career occupations.

PROBLEMS ENCOUNTERED.--Now I come to the final part of the presentation--the problems we encountered, the things we tried which didn't work or expressed another way, "What I would do differently if I had it to do over again." These are things I now see with perfect 20-20 hindsight. Let me say first that if I had it to do over again, I would still make the same decision to utilize a systems approach. However, there are a number of changes I would make.

First of all, the divisional structure which I initiated at the start of the college was completely unnecessary. For 33 faculty members I didn't need three chairmen devoting almost full time to administration. If I had it to do over again, I would not have had divisions. I would have appointed an assistant dean to handle many of the detail matters handled by the divisional chairmen, and this would have freed me to work more directly with the faculty. When we got larger, we could then have let the faculty decide which, if any, organizational structure we needed. Perhaps an organizational pattern would have evolved which would have been uniquely designed to fit our needs. Instead I saddled a highly creative, untraditional faculty with an extremely traditional administration structure. Needless to say, this created some problems.

Second, I would have appointed an EDO prior to the college ever opening. If I had spent the money used for chairmen's released time or an administrative assistant and an EDO, we would have been much better off.

Third, I would have attempted to develop more definitive long-range objectives for the first three years and publish these. I say attempted because what we did evolved and we all learned as we went along, but I think I would have made an effort at developing long-range objectives.

Fourth, I would have spent more time in assisting with the writing of the institutional goals to insure they were stated in a more objective fashion. These later gave us problems when we attempted to derive division objectives from them because they were stated in such ambiguous terms that you could do just about anything you wanted to and still say that you were meeting institutional goals.

Fifth, I would not have employed quite so many young and inexperienced faculty. Our faculty did an outstanding job but I think that we expected too much of some of them, especially the ones who came to us right out of graduate school.

Sixth, during our year of operation in the high school we acquired some bad habits. I don't know what I could do about them, and I certainly don't know what I could do about the smoking and parking problems, but that first year created some problems for us later on.

Seventh, we underestimated our requirements for learning resources support, especially the first year. If I had it to do over again, I definitely would have given that area more time. I probably would have appointed a faculty LRC committee with budget-making authority who would have reported directly to me.

Eighth, our faculty evaluation system was developed after our college opened. If I had it to do over, it would have been developed before the college opened and would have been ends-oriented rather than means-oriented.

Ninth, I would have brought in more outside faculty members from other institutions as resource persons. Although we did quite a bit of this, in retrospect I probably would have doubled our efforts in this area.

Tenth, we experienced severe communication problems at times, due primarily to everyone being so busy. To avoid this, I would periodically have scheduled a series of "town meetings" with faculty to review progress and to talk things over.

Eleventh, I would have used a management-by-objectives approach to administration with my staff much earlier than I did. Again, this ties in with my earlier comment about long-range planning and communications.

Twelfth, New Jersey is a union state and during our second year of operation our faculty unionized. I would estimate that this cost us, conservatively speaking, one year's progress in the next two years. I don't know what I would do differently about this. I state it simply as a problem.

Thirteenth, I would have moved much more quickly to provide reinforcement to those faculty who were doing what the institution was set out to do and would similarly have moved quicker to work with those persons who obviously were not in agreement with the direction of the institution.

Fourteenth, lack of training and experience in the mid-management divisional level caused us many problems. It wasn't very long before it was quite apparent that many of the faculty had moved beyond the division chairmen in terms of their understanding and ability to employ the systems approach to instruction.

Fifteenth, our first effort at pre-service training was a failure. Essentially what we did was to say, "Do what I say do, not as I do." Later we changed our pre-service program and it was conducted as a model of how we wanted faculty to conduct their courses. But that first effort made a very bad impression with a number of people, and it did take us several months to overcome that.

Sixteenth, I would have developed a student orientation program to help students understand the systems approach much earlier. This was not done until midway through our third year and was greatly needed much earlier. Not having it created some problems for us initially.

SUMMARY.--This has been a perfect example of what media can do. In slightly more than 20 minutes, I've shared with you the highlights of four years.

I hope you've enjoyed it and I hope you will profit from our mistakes as well as our successes. Although no longer with the college, I know I speak for the faculty and the administration when I say that visitors are always welcome.

In conclusion, I would like to close with a quotation from the "The Prince" by Machiabelli:

"There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things."

G. ERNST GIESECKE
DIRECTOR OF EDUCATIONAL RELATIONS
SANGAMON STATE UNIVERSITY
SPRINGFIELD, ILLINOIS

AN ALTERNATIVE SYSTEM OF HIGHER EDUCATION IN ILLINOIS

At the time the Illinois junior college system was conceived and launched the prospect was for indefinite expansion and growth of higher education. There were more than enough students in sight to keep the state's traditional universities occupied, and money, too, was plentiful. Americans had great confidence in their higher education system, and they assumed that the universities would see to the perpetuation of their prospering society. They also assumed that by expanding their higher education system they were creating the means for dealing with many of their social problems.

Today things look different. America's ardor for higher education has cooled considerably, funds are growing tighter, and all of us - citizens, educators, students, public policy makers - are engaged in making a painful assessment of virtually everything we had so long considered settled. While one might wish it were not necessary such reassessment is nonetheless an essential evolutionary step, for there is no other peaceful way to bring about ordered change and growth in a society of such massive scale.

Because a good educational system takes a long time to build and only a short time to dismantle, it becomes doubly important to offer constructive contributions to the great debate over higher education that is going on in Illinois now. Only when issues and alternatives are argued vigorously can they be understood and acted upon wisely. This discussion of the highly significant alternative system that has emerged in our state is offered in this spirit. If the Illinois higher education system was once so satisfactory, why did it have to change?

This alternative system comprises the forty-seven publicly supported community colleges and teaching centers and the two new upper-division-graduate universities (Sangamon State and Governors State

Universities). The system is large (it serves well over fifty percent of all higher education enrollments in Illinois); it is vigorous, idealistic, and enthusiastic; its faculties have attracted many exciting educators of a new breed; it serves and identifies with a large population segment for whom post-secondary learning is a novel experience; it has its roots deep in the social, economic, and political life of local communities as well as in the state and its agencies and institutions; it draws more students from the established universities than it sends to them; the colleges and universities comprising it operate with open admissions policies; the two universities, denied the authority to enroll freshmen and sophomores and to control the curricula conveying students to their doors, are freestanding and independent, and they offer a new kind of linkage between the world of practical affairs and the world of the higher learning.

To perceive these institutions simply as duplicate parts within a uniform, traditional system is to fail completely to understand their character and their relationship to that system and to broad social developments. Their potential for bringing about the needed revitalization is great indeed, but if they are not given assistance as they struggle to realize this potential it will not take long before they are squeezed into sterile conformity with the familiar, traditional patterns.

Once before in our history, when the American people faced a similar opportunity, they came up with a significant new invention because the existing higher educational system's rigidity made it irrelevant to the needs of a large segment of that society. In its origins and throughout almost all of its history, higher education has had little relevance for the larger segments of society; it has been oriented around aristocratic ideas and toward creating an elite chosen to provide social leadership; it was designed to reproduce and to perpetuate this leadership and its values. Its practitioners could devote themselves to these goals because their station in life - economic, political, social - was assured. The great majority of ordinary men had little aspiration to enter that world of learning, nor were they sought for it. It was reserved for those with the inclination and the time to reflect on the eternal questions regarding being, order, good, evil, universality, and who had the urge to create great systems of thought.

This heritage came to the shores of America from Europe in the total matrix of western ideas and values, and this is essentially what the higher learning was like in America through the middle of the 19th century, when a powerful new idea began to take shape.

By that time the North Americans had spread across their continent, and most of them were engaged in trying to wrest a living from the land under unfamiliar conditions and with limited knowledge resources. The inherited wisdom about soil and weather they had brought to this new strange land proved to be largely inappropriate. When these rural Americans looked to the existing community of scholars for help they found little, if any; indeed, there was little interest in their problems. (The charge of irrelevancy against higher education was not invented in the 1960's.) What they sought was knowledge of a sort that would help them master the environment - "practical" knowledge.

Faced with this discrepancy between need and reality, farmers supported federal legislation dedicating substantial amounts of land (their only common wealth) to the creation of a new kind of college in each state "where the leading object shall be...to teach such branches of learning as are related to agriculture and the mechanic arts - in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life" (Morrill Act, 1862).

Thanks in good part to the help of these colleges, in time America's predominantly rural population was able to achieve the economic power and the stability that still seem to be necessary before its citizens can realize the American dream for themselves and their children. Not only did these land grant colleges enable our agricultural economy to prosper, they also provided a home where science could develop; their fostering of the engineering and other technologies made possible America's industrial development; and, perhaps even more important, they assured a continuous, swelling flow of educated men and women into the lifestream of America, people deeply committed to that dream. A splendid tradition was established.

By the middle of the twentieth century the American people had created a stable, prosperous nation based upon a synthesis of these (new) practical and (ancient) theoretical values. By the end of World

War II their higher education system had achieved a homogeneity and consistency which was able to tolerate the amiable coexistence of both the ancient "impractical" learnings and the newer pragmatic knowledge, indeed to combine them. It was this rich mixture which helped nourish and produce the explosive energies and growth of America in the post-war decades. The land grant colleges had indeed served Americans well these 100 years.

The achievements of the Americans became the envy and then the model for the under-developed world; one heard much in the post-war era about "rising expectations". The same process was going on inside the United States also where, once again, a vast new segment of the American people, for whom the existing kind of higher education was not really appropriate, began calling for new kinds of learning that would let them achieve the economic base on which to live in comfort and dignity. And in responding to this popular need the American people once more produced a major new educational invention, the community college. It is the "people's college" of the late twentieth century, whose task it is to serve vast segments of an overwhelmingly industrial society in ways comparable to the service which the first "people's college", the land grant college, gave to an overwhelmingly rural society. Its doors are open to all who would enter.

At the time the Illinois Junior College Act was adopted, in 1965, America was rolling along, as noted, with its faith in higher education untested, and the Act was seen mainly as a magnanimous action bringing higher education to the community level. America was prosperous, growth was in the air, education was an unsurpassed investment, and there was nothing to suggest that this major democratization of access to education would set developments in motion that would bring about fundamental changes in the very concept of higher education.

This deeper significance of the alternative system is only now beginning to become apparent, nearly ten years after the Junior College Act was passed and after fairly extensive experience with it. It is doubtful whether those who made the crucial decisions in bringing it into being foresaw what they were really setting in motion; they were doubtless too close to the events to see their meaning in perspective.

It is doubtful that anyone could have foreseen the consequences of open admission, for example - that this policy really meant that the higher education establishment was giving up the traditional power to shape its own destiny when it surrendered the "luxury of selecting students who fit its ways of life".[1] There was mumbling about "lowering standards" as there always has been whenever changes are proposed in higher education. But the traditional system had always been able to continue essentially intact, and so it was assumed that these changes, too, could be assimilated. It was also assumed that the new colleges would do the universities' work for them by teaching to freshman and sophomores what the universities wanted taught and when; and that they would weed out those incapable of doing "college level" work or unwilling to make the necessary effort, and encourage them to look elsewhere and not to the universities for training in "practical" skills and trades. This view was held by the great majority of those in a position to influence the decisions that were being taken; existing higher education institutions (public and private), their alumni, business and industry, the professions, public officials.

As so often happens when doors are only partly opened, things did not quite work out as intended. The new colleges in Illinois attracted large numbers of strongly motivated people of all age ranges, of greater as well as lesser abilities, with enormously varied talents, with over and under-inflated views of their capacities and powers and worth. And this rich variety of people began to distribute itself over the wide range of transfer and non-transfer courses and curricula in the colleges. And they, as well as the new colleges, began to discover that the differences among people and between education and the "real world" were often far greater and more significant than the institutionalized differences between transfer and non-transfer programs were assumed to be. And, with stubborn insistence, the non-transfer groups refused to regard themselves as less able to learn, less entitled to a chance, less deserving of respect than the ones on whom society and its certifying agents, the universities, were ready to bestow their blessing in the form of the degree.

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[1] K. Patricia Cross, "The New Learners," CHANGE, February 1973, p.32.

As a result, community college students and their families, educators and administrators and trustees, and legislators representing them became increasingly irritated with the practices of the universities in dealing with students wanting to pursue learning beyond these colleges at the universities. Other pressures to establish additional, new universities also began to surface; and competition to get control of them was keen. Finally, these two lines of force - demand for new universities, and frustration with the self-serving policies of the existing universities - converged, and so two new free-standing universities of an entirely different type were called for, one to be located in the north and one in the State capital. These were denied the authority to enroll freshmen and sophomores; they were kept out from under the control of established, competing university systems; and their task was to teach people.

The necessary elements for an alternative system were in being.

That is what the alternative system is about. This is what it is called upon to do - to take a large, new, heterogeneous segment of our population where they are, to help them prepare to claim their rightful share of the American heritage and, in doing so, to bestow their gifts on America in exchange.

Enough is known about the limitations of traditional baccalaureate education and about the characteristics of the new populations reaching for higher education as a means of improving their lot, to make apparent the justification for this alternative system on educational grounds: the majority of emerging students come from backgrounds with slight appreciation for bookish learning and instruction; the majority brings along a pride in its own cultures for which traditional academic values too often have shown little tolerance and understanding; the majority wants to learn what will let them advance economically since even free men can enjoy the good life only if their existence has a reasonably solid economic base. However, the alternative system that "agrees to do what it can for all comers (thereby) ... takes on the obligation of adapting itself to the needs of students...Thousands upon thousands who would never before have considered college are on our doorsteps....We face the task of gearing up to serve a new clientele."[2]

Ms. Cross has other things to say about the new populations which bear directly upon the very large and the very different tasks to which, obviously, only an alternative system can address itself.

> "The full meaning of universal postsecondary education has probably not been understood, and certainly not accepted, by the majority of people whose life work is education. The most common position among faculty who consider themselves enlightened is that higher education should be open to all those able and willing to do the work in the manner and form in which it is now offered. A second position is taken by a growing minority of misguided liberals who are willing to "lower the standards" of academic education in order to get credentials in the hands of the disadvantaged so that they can obtain the material and social benefits of society.
>
> "Neither position is adequate for these times. The purpose of education is not to certify (especially not falsely) nor is it to prepare a band of elite intellectual leaders (except perhaps in graduate education). It is to maximize the potential of each person to live a fulfilled and constructive life. And to accomplish that end, we need not lower standards."[3]

Parenthetically it must be stated at this point that the objective of this discussion and the strategy of the argument is NOT to attack the great universities' dedication to the creation of new knowledge and graduate study; NOT to denigrate the enduring values of scholarship; NOT to minimize the great contributions by rate individuals; NOT to scoff at society's need to seek out its best and most gifted minds and to favor them with every opportunity to develop. The need for truly great universities has probably never been greater, yet in an era when often the new demand is for equality of instant result rather than opportunity, it would be terribly easy to start dismantling them, fragile as they are. What is being criticized is the naiveté underlying the post-World War II assumption that there was only one valid model of higher education, namely, the complex university with its strong emphasis upon graduate study, and that every college or university should emulate its form and its aims. The purpose of this discussion is to state the case for an important alternative model which is only now beginning to emerge into the bright light of open discussion.

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[2] CROSS, p.32.

[3] CROSS, p.34.

How, then, do those of us in the alternative system go about discharging the obligation to adapt it to the needs of these students?

First and foremost, by keeping all debate as open and as broadly public and as issue-oriented as it is possible to maintain it. This debate has great public policy overtones and cannot be left to the expert professionals alone; there must be the widest possible participation in its examination and discussion.

Then, assuming that our greatest reason for being and our most precious asset is the chance to make fresh starts, how do we:

1) remind ourselves constantly to look to the future instead of seeking guidance only from the past?
2) bring ourselves to place our knowledge and experience in the service of people - to give it away to the very people who need it most - instead of husbanding it and using it for personal and private advantage?
3) resist the temptation to reach for familiar responses to new opportunities, changing just enough of the jargon to convince ourselves that we are innovating?
4) come together in small groups, not to take comfort in common interest but to stimulate unfamiliar thought and new ideas, and to learn from each other?
5) design and establish a comprehensive, integrated information system that will serve policy and legislative and fiscal needs and that will also let the forty-seven plus two institutions in the alternative system generate the quantity and the quality of data they need for educational planning, evaluation, and

developing new teaching ideas?

6) further honest interdisciplinary, humane learning in conjunction with the skills and the self-knowledge needed to function as productive and valued members of society?

7) use our institutions, our knowledge, our talents to help people discover the connections between on-campus and off-campus learning and living, between affective and cognitive learning, and to build whole lives around these connections? In their brief history the two new universities have set off several potent charges that are already reverberating throughout the total range of Illinois colleges and universities.

8) help people prepare to live fulfilling lives in a society no longer primarily based on population increase, economic growth, and unlimited consumption of natural resources.

In sum: how will we pick up the rare challenge given us at this juncture in human affairs by the alternative system? Can we do justice to the powerful idea of a people's college geared to today's realities? When the vast reserves of spirit and energy present in those now claiming their turn are released, all men will once again be the beneficiaries. And there will surely be lots of openings at the top for them to move into and from which they may make their contributions to the health of America.

This paper was presented for discussion at the first general session of the Illinois Junior College Faculty Association in Crete, Illinois, on April 13, 1973. G. Ernst Giesecke is Professor of Higher Education and Director of Educational Relations at Sangamon State University.

DELEGATES TO THE FOURTH ANNUAL INTERNATIONAL INSTITUTE ON THE COMMUNITY COLLEGE

Lambton College, Sarnia, Ontario June 11-14, 1973

ABRAHAM, D.
Niagara College
Woodlawn Road
Welland, Ontario

ACKOUREY, Dr. A.
Florida Atlantic University
Boca Raton, FLORIDA 33432

ALLAN, G.B.
Lambton College

ALLEN, B.C.
Lambton College

BAKER, W.
Philadelphia Community College
34 S. 11 St.
Philadelphia, Pa. 19107

BANSFIELD, I.
Algonquin College
1385 Woodroffe Ave.
Ottawa, Ontario

BARR, Mrs. P.
Systems Research Group
252 Bloor St. W.
Toronto, Ontario

BECKER, D.
Lambton College

BELL, D.
Lambton College

BOURKE, P.
St. Clair County Community College
323 Erie St.
Port Huron, Michigan

BREMER, C.R.
Dekalb College
555 N. Indian Creek Drive
Clarkston, Georgia 30021

BRENNEMAN, J.
Lambton College

BRILLINGER, P.
Seneca College (King Campus
1750 Finch Ave.
Willowdale, Ontario

BUCKLEY, E.J.
Loyalist College
Box 4200
Belleville, Ontario

BURGESS, W. L.
Lambton College

BURNS, M.G.
Confederation College
Box 398
Thunder Bay (F), Ontario

BURNS, R.L.
Educational Testing Service
Princeton, New Jersey 08540

BUTT, J.
St. Lawrence College
20 Parkdale Avenue
Brockville, Ontario

CALLAGHAN, O. J.
Lambton College

CAMERON, E.L.
Georgian College
401 Duckworth St.
Barrie, Ontario

CAMERON, T.
Lambton College

CARSON, F.D.P.
Fanshawe College
Box 4005, Terminal C
London, Ontario

CASELLA, P. J.
St. Clair College
2000 Talbot Rd
Windsor, Ontario

...cont'd

DELEGATES.. cont'd

CASTLEMAN, L. A.
St. Clair County Community College
323 Erie St.
Port Huron, Michigan

CASWELL, B. J.
Confederation College
Box 398
Thunder Bay, Ontario

CENTRA, Dr. J.
Educational Testing Service
Princeton, New Jersey 08540

CHENEY, D.
Lambton College

CLARK, G. C.
Seneca College
1750 Finch Ave. E.
Willowdale, Ontario

CLAWSON, K.
Eastern Kentucky University
111 Coates Administration Bldg.
Richmond, Kentucky 40475

CODE, J. E.
Sault College
P.O. Box 60
Sault Ste. Marie, Ontario

COFFIN, L.
Holland College
Charlottetown, P. E. I.

COLFORD, G.
Lambton College

COLLIN, W. J.
Olds College
Bag #1
Olds, Alberta

COLWELL, R. J.
St. Clair County Community College
323 Erie St.
Port Huron, Michigan

CONSTABLE, H. A.
Ministry of Colleges & Universities
Mowat Block, Queen's Park, 9th Flr
Toronto, Ontario

COSTANZA, L. D.
St. Clair County Community College
323 Erie St.
Port Huron, Michigan

CRANFORD, G.
Ocean County College
Toms River, New Jersey 08753

CROMBIE, G. M.
Sir Sandford Fleming College
33 Russell St. E.
Lindsay, Ontario

CROPO, B.E.
Manitoba Community Colleges Divisio
1181 Portage Avenue
Winnipeg, Manitoba

CUNNINGHAM, J.
Lambton College

DAILEY, C.
Philadelphia College of Art
Broad & Pine St.
Philadelphia, Pennsylvania

DAUGHERTY, R. D.
Ohio State University
1960 Kenny Road
Columbus, Ohio

DAVISON, J.L.
Humber College
P.O. Box 1900
Rexdale, Ontario

DELGROSSO, G. M.
Lambton College

DENHOLM, J. J.
Vancouver City College, Langara
100 West 49th Ave.
Vancouver, British Columbia

DESBIENS, B.
St. Clair College
2000 Talbot Rd.
Windsor, Ontario

DIEMER, J.
Camosun College
1950 Lansdowne Rd
Victoria, British Columbia

..cont'd

DELEGATES..cont'd

DOYLE, P.
St. Lawrence College
Portsmouth Ave.
Kingston, Ontario

DOYLE, R.
St. Lawrence College
20 Parkdale Ave.
Brockville, Ontario

DUCHARME, J.
St. Clair College
2000 Talbot Rd
Windsor, Ontario

DUDGEON, P.
Canadore College
Box 5001
North Bay, Ontario

EARNSHAW, D.
Lambton College

EDOUARD, Sr. M.
College Jesus-Marie
Shippagan, New Brunswick

EEDE, G.
Lambton College

ELLIS, P.
Lambton College

ERICKSON, R. M.
Wayne State University
25610 W. 11 Mile Road
Southfield, Michigan 48076

EWART, Dr. D.
Fanshawe College
Box 4005, Terminal C
London, Ontario

EVANS, R.
St. Clair College
2000 Talbot Rd
Windsor, Ontario

FIKE, D.
Niagara College
Woodlawn Road
Welland, Ontario

FINLAY, J. O.
Sheridan College
1430 Trafalgar Road
Oakville, Ontario

FISHER, Dr. G. L.
Camosun College
1950 Lansdowne Rd.
Victoria, British Columbia

FISHER, J.
Lambton College

FORBES, W. G.
Lambton College

FOREMAN, L.
SDL Systems Research Group
252 Bloor St. W.
Toronto, Ontario

FOUCHER, R.
INRS - Education
3465 rue Durocher
Montreal 130, P.Q.

FOWLOW, F. R.
Mount Royal College
Calgary, Alberta

FRYE, W. C.
George Brown College
Box 1015, Station B
Toronto, Ontario

GENICK, Dr. R. M.
Wayne State University
25610 W. 11 Mile Road
Southfield, Michigan 48076

GIESECKE, G. E.
Sangamon State University
Springfield, Illinois 62708

GIROUX, Dr. R.
St. Clair College
2000 Talbot Rd
Windsor, Ontario

GLAZBROOK, J.
Seneca College
1750 Finch Ave. E.
Willowdale, Ontario

...cont'd

DELEGATES..cont'd

GOLDENBERG, A.
Association of Canadian Community Colleges
(Seneca College)
1750 Finch Ave. E.
Willowdale, Ontario

GOODWIN, A.
Lambton College

GREVSTAD. G.
Lambton College

GROSS, H.
Lambton College

HACKNEY, R. L.
Lambton College

HAMILTON, R. C.
Fanshawe College
Box 4005, Terminal C
London, Ontario

HAMMONS, Dr. J.
Pennsylvania State University
University Park, Pennsylvania 16802

HARRIS, Dr. M.
Change-Learning-Research Assoc.
5198 Woodcliffe Drive
Flint, Michigan 48504

HEISSLER, J.
Illinois State University
Normal, Illinois 61761

HENDRIKS, L. P.
Sault College
443 Northern Avenue
Sault Ste. Marie, Ontario

HEZEKIAH, J.
Humber College
P.O. Box 1900
Rexdale, Ontario

HIGGINS, F.
Lambton College

HIMMELMAN, W.
Lambton College

HITT, Dr. W.
Battelle Center for Improved Educati
505 Kind Avenue
Columbus, Ohio 43201

HODGETT, E. J. F.
Memorial University
St. John's, Newfoundland

HODGIN, J.
Lambton College

HOFFMAN, A.
St. Clair College
2000 Talbot Rd.
Windsor, Ontario

HOLMES, J., President
Student Administrative Council
Lambton College

HOMEISTER, O. E.
Delta College
University Center, Michigan 48710

HOWARD, K.
Lambton College

HOWLETT, R. G.
Fanshawe College
Box 4005, Terminal C
London, Ontario

HOWLETT, Mrs. R.
Fanshawe College
Box 4005, Terminal C
London, Ontario

JACKSON, C. M.
St. Clair College
2000 Talbot Rd
Windsor, Ontario

JACKSON, H. W.
Ministry of Colleges & Universities
Mowat Block, Queen's Park, 9th Floor
Toronto, Ontario

KELLY, J. S.
St. Clair County Community College
323 Erie St.
Port Huron, Michigan

...cont'd

DELEGATES..cont'd

KILLOP, K.
Lambton College

KIRK, D. S.
Sir Sandford Fleming College
Brealey Drive
Peterborough, Ontario

KLEIN, R. E.
Delta College
University Center, Michigan 48710

KORNGOLD, Dr. R.
Algonquin College
200 Lees Avenue
Ottawa, Ontario

KRAKANA, M.
St. Clair College
2000 Talbot Road
Windsor, Ontario

KRAWCZYK, W.
Lambton College

KROEGER, F.
Illinois State University
Normal, Illinois 61761

KUHNS, Dr. E.
American Assoc of Comm & Jr Colleges
One Dupont Circle N.W.
Washington, D.C. 20036

LABUTE, T.
Marianopolis College
3647 Peel St.
Montreal 112, P.Q.

LACHANCE, J. G.
St. Louis-Maillet College
Edmundston, New Brunswick

LANE, G.
Lambton College

LANG, L.
St. Louis-Maillet College
Edmundston, New Brunswick

LAPLANTE, D.
Lambton College

LASSALINE, P. H.
Sir Sandford Fleming College
Brealey Drive
Peterborough, Ontario

LAWRENCE, R.
Lambton College

LEADER, J. A.
St. Clair County Community College
Port Huron, Michigan

LEGER, Sr. I.
College Jesus-Marie
Shippagan, New Brunswick

LEHTINEN, A.
Lambton College

LIANGA, J.
Niagara College
Woodlawn Road
Welland, Ontario

LIEBAU, P.
Fanshawe College
Box 4005, Terminal C
London, Ontario

LLOYD, Mrs. D.
St. Clair County Community College
323 Erie
Port Huron, Michigan

LONG, G.
St. Louis-Maillet College
Edmundston, New Brunswick

LOVSIN, B.
Lambton College

LOW, I.A.B.
Lambton College

LYNAM, J.
Algonquin College
1385 Woodroffe Ave.
Ottawa, Ontario

...cont'd

DELEGATES..cont'd

LYNCH, J.
Ministry of Colleges & Universities
Mowat Block, Queen's Park, 9th Floor
Toronto, Ontario

MacKAY, J.
Mount Royal College
4825 Richard Road, S.W.
Calgary, Alberta

MacLENNAN, K.
George Brown College
Box 1015, Station B
Toronto, Ontario

MAKUCH, D.
Lambton College

MARTIN, J.
St. Clair College
2000 Talbot Rd
Windsor, Ontario

MARTTALA, R.
Lambton, College

McDONALD, E.
Lambton College

McGUIGAN, Dr. J. L.
Comm College of Allegheny County
Boyce Campus
595 Beatty Rd
Monroeville, Pa 15146

McLEAVEY, D.
Lambton College

McLEOD, N.
Algonquin College
1385 Woodroffe Ave.
Ottawa, Ontario

MILLER, C. D.
Vermilion State Jr College
1900 E. Camp St.
Ely, Minnesota 55731

MORGAN, K.A.
St. Clair County Community College
323 Erie
Port Huron, Michigan

MORIN, Dr. L. H.
Camosun College
1950 Lansdowne Rd
Victoria, British Columbia

MURRAY, J.
Lambton College

NELSON, Dr. J.
Michigan State University
428 Erickson Hall
East Lansing, Michigan 48823

NORMAN, N.
Lambton College

NORTH, J.
Mount Royal College
4825 Richard Rd. S.W.
Calgary, Alberta

NORTON, T.
Humber College
Box 1900
Rexdale, Ontario

NYITRAY, N.R.
St. Clair County Community College
323 Erie
Port Huron, Michigan

O'BANION, Dr. T.
University of Illinois
Urbana, Illinois

OGDEN, J. L.
St. Clair County Community College
Port Huron, Michigan

PALLISTER, H. G.
Assiniboine Community College
Box 935
Brandon, Manitoba

PARK, E.
Mount Royal College
4825 Richard Road S.W.
Calgary, Alberta

PEPINO, Dr. L. F.
Guilford Technical Institute
P. O. Box 309
Jamestown, North Carolina 27282

...cont

PEREZ-PONCE, J. M.
American Assoc. of Comm & Jr Colleges
One Dupont Circle
Washington, D.C.

PERON, E.
St. Clair County Community College
323 Erie St.
Port Huron, Michigan

PIETAK, Dr. R. A.
Philadelphia Community College
34 S. 11 St.
Philadelphia, Pa 19107

POTTER, Ms. R.
Marianopolis College
3647 Peel St.
Montreal 112, P.Q.

POWELL, M. A.
Ontario Institute for Studies in Ed.
252 Bloor St. W
Toronto 5, Ontario

PROULX, R.
CEGEP Vieux Montreal
200 Sherbrooke St. W.
Montreal 129, Quebec

PUGSLEY, Mrs. P.
Humber College
Box 1900
Rexdale, Ontario

RADIKE, W. W.
St. Clair County Community College
323 Erie
Port Huron, Michigan

RAINEY, G. L.
Purdue University
West Lafayette, Indiana 47906

RAPSON, W. I.
Ministry of Colleges & Universities
Mowat Block, Queen's Park, 9th Floor
Toronto, Ontario

RATH, N.
Lambton College

REED, F.
St. Clair County Community College
323 Erie
Port Huron, Michigan

RICHARDSON, H.
Philadelphia College of Art
Philadelphia, Pa.

RIDDELL, W.
Lambton College

ROSS, S.C.
Fanshawe College
Box 4005, Terminal C
London, Ontario

ROTHENBURY, R.
Lambton College

ROWBOTTOM, G.
Lambton College

ROWE, R.
Lambton College

SAINTY, Dr. G. E.
Manitoba Community Colleges
1181 Portage Ave.
Winnipeg, Manitoba

SAWICKI, B.
Lambton College

SCHMIDT, A.
National Laboratory for Higher Education
Mutual Plaza
Durham, North Carolina 27701

SCHMIDT, H.
Lambton College

SEDDON, R. L.
Community College of Allegheny County
Boyce Campus
595 Beatty Rd
Monroeville, Pa 15146

SEMPLE, N.
John Abbott College
P.O. Box 2000
Ste. Anne de Bellevue, P.Q.

...cont'd

DELEGATES..cont'd

SHERK, D. R.
Seneca College (King Campus)
R. R. #3
King City, Ontario

SKINNER, C.
Everett Community College
801 Wetmore
Everett, Washington 98201

SMITH, M.
St. Clair County Community College
Port Huron, Michigan

SMITH, R.
St. Lawrence College
20 Parkdale Avenue
Brockville, Ontario

SMUCK, W. H.
College Bibliocentre
20 Railside Road
Don Mills, Ontario

STEPHENS, J.
George Brown College
Teraulay Campus
Box 1015, Station B
Toronto, Ontario

STEVENS, T. J.
Seneca College
1750 Finch Ave. E.
Willowdale, Ontario

STONE, G. L.
Sault College
443 Northern Avenue
Sault Ste. Marie, Ontario

STRAITON, E.
George Brown College
Box 1015, Station B
Toronto, Ontario

STUART, J. W.
St. Clair College
2000 Talbot Rd
Windsor, Ontario

SWIFT, B.
John Abbott College
P.O. Box 2000
Ste. Anne de Bellevue, P.Q.

SYKES, M.
George Brown College
P. O. Box 1015, Station B
Toronto, Ontario

TANSKY, R. E.
St. Clair County Community College
323 Erie
Port Huron, Michigan

THORPE, J.
Lambton College

TODESCO, J.
Lambton College

TOFT, R.
Grand Valley State College
College Landing
Allendale, Michigan 49401

TOTTEN, W.
St. Clair College
2000 Talbot Rd
Windsor, Ontario

TRACEY, Sr. M.
Marianopolis College
3647 Peel St.
Montreal 112, P.Q.

TREVOR, J. R.
Penn Valley Community College
3201 Southwest Trafficway
Kansas City, Missouri 64111

TURNER, J. G.
George Brown College
Box 1015, Station B
Toronto, Ontario

TURNER, M.
Lambton College

...cont'd

DELEGATES..cont'd

VARTENIUK, G.G.
Northern College
59 Third Avenue
Timmins, Ontario

VAN STAM, Elizabeth
Lambton College

VERBEEM, W.
Lambton College

WARD, F. C.
The Ford Foundation
320 East 43rd St.
New York, N. Y. 10017

WASHINGTON, D.
Lambton College

WATSON, Mr. J.
Fanshawe College
Box 4005, Terminal C
London, Ontario

WHITE, Dr. J. F.
Harper College
Roselle & Algonquin Roads
Palatine, Illinois

WILLIS, Ms. V.
Center for Human Services Training
170 Franklin St.
Buffalo, New York 14202

WILLOCK, F.
Humber College
Box 1900
Rexdale, Ontario

WREFORD, R.
Lambton College

YELLAND, C.
Gage Publishers
Toronto, Ontario

YOUNG, L. K.
c/o Canadian Teachers' Federation
110 Argyle Avenue
Ottawa, Ontario K2P 1B4

ZIEMER, Mrs. A.
Lehigh County Community College
2370 Main St.
Schnecksville, Pa 18078

ZION, Dr. C.
Miami-Dade Junior College
North Campus
11380 N. W. 27th Ave.
MIAMI, Florida 33167

* * *

SPEAKERS

ACKOUREY, A.
Consultant
Florida Atlantic University
Boca Raton, Florida 33432

CENTRA, J. A.
Research Psychologist
Educational Testing Service
Princeton, New Jersey 08540

DUDGEON, P. J.
Dean, Continuing Education Division
Canadore College
Box 5001
North Bay, Ontario

GIROUX, R. F.
Dean of Student Services
St. Clair College
2000 Talbot Rd. W.
Windsor, Ontario

HAMMONS, J. O.
Center for the Study of Higher Education
Pennsylvania State University
University Park, Pennsylvania 16802

HARRIS, M. E.
President
Change-Learning-Research Associates
5198 Woodcliffe Drive
Flint, Michigan 48504

SPEAKERS cont'd ...

HITT, W. D.
Director
Battelle Center for Improved Education
505 Kind Avenue
Columbus, Ohio 43201

JACKSON, H. W.
Director, Applied Arts & Technology Branch
Ministry of Colleges and Universities
Queen's Park
Toronto, Ontario

KUHNS, E. P.
Executive Associate for Council Development
American Association of Community and
Junior Colleges
1 Dupont Circle N.W.
Washington, D.C. 20036

LYNAM, J. B.
Director, Department of Staff Development
Algonquin College
Ottawa, Ontario

McLEOD, N.
Assistant Director, Department of
Staff Development
Algonquin College
Ottawa, Ontario

MacKAY, J.
Humanities Department
Mount Royal College
Calgary, Alberta

NELSON, J. H.
Professor of Administration and Higher
Education
Michigan State University
428 Erickson Hall
East Lansing, Michigan 48823

O'BANNION, T.
Associate Professor of Higher Education
University of Illinois
Urbana, Illinois

PARK, E.
Language Arts Division
Mount Royal College
Calgary, Alberta

SCHMIDT, A. D.
Program Associate for Junior and
Community College Division
National Laboratory for Higher Educatio
Mutual Plaza
Durham, North Carolina 27701

WARD, F. C.
Program Advisor on Education to the
International Division
The Ford Foundation
320 East 43rd St.
New York, New York 10017

ZION, C.
Director, Staff and Organizational
Development
Miami-Dade Junior College
Miami, Florida 33167

UNIVERSITY OF CALIF.
LOS ANGELES

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JUNIOR COLLEGE
INFORMATION